
Volume XXVII

OCTOBER 1941

Number 4

Bulletin
of
The American Association
of
University Professors

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Publication Office: 20th and Northampton Sts., Easton, Pa.

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Issued bimonthly in February, April, June, October, and December. Subscription price (due and payable in advance) is \$3.00 a year, postage free. Foreign subscriptions (including Canada) are \$3.50 a year.

Entered as second-class matter, April 24, 1922, at the Post Office at Easton, Pa., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized on September 13, 1918.

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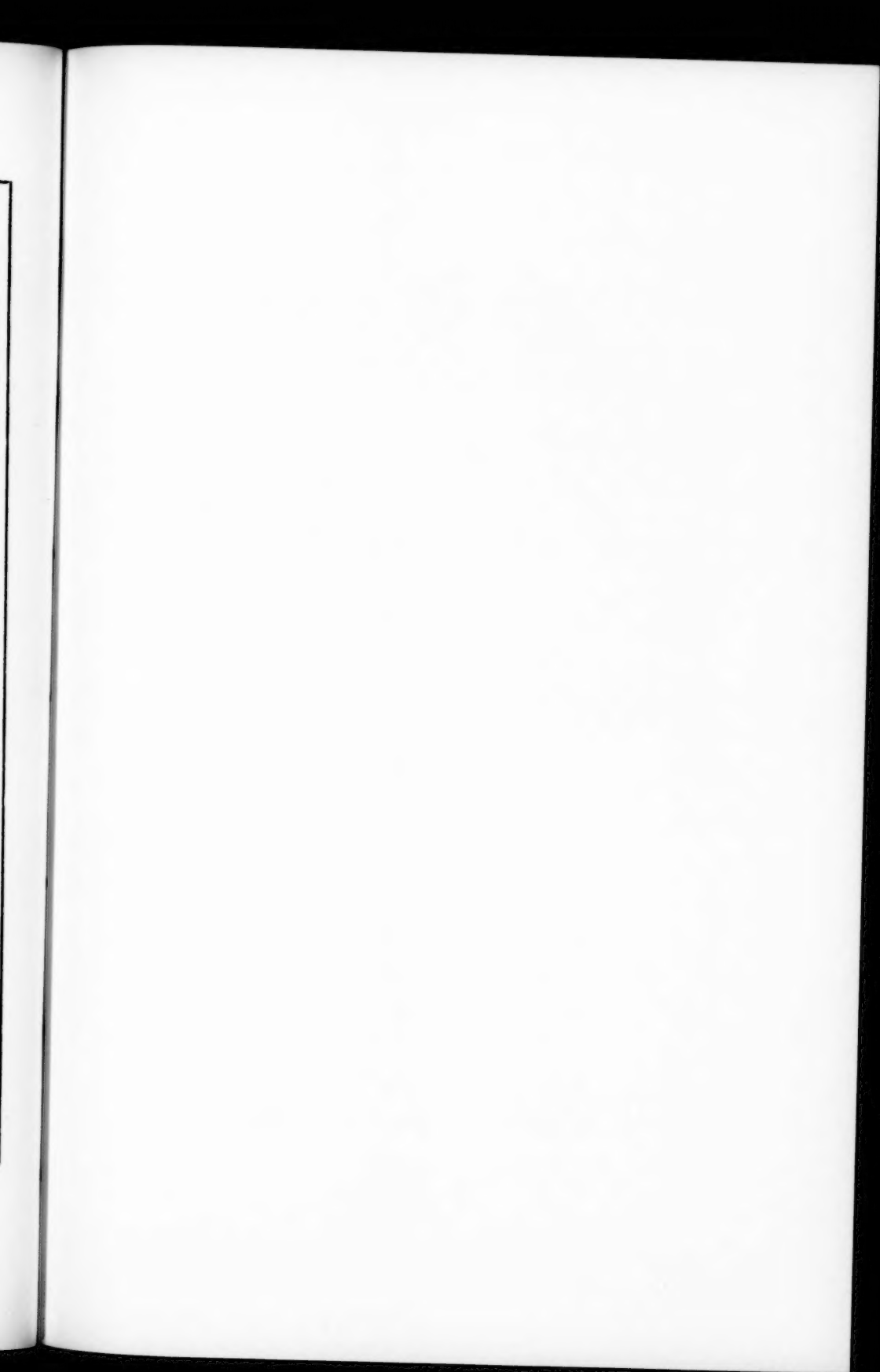
Censured Administrations

Investigations by this Association of the administrations of the several institutions listed below show that they are not maintaining conditions of academic freedom and tenure in accordance with academic custom and usage as formulated in the 1925 Washington Conference Statement on Academic Freedom and Tenure, and endorsed by this Association, by the Association of American Colleges, and by representatives of the American Association of University Women, the Association of American Universities, the Association of Governing Boards, the Association of Land-Grant Colleges, the Association of Urban Universities, the National Association of State Universities, and the American Council on Education.

Placing the name of an institution on this list does not mean that censure is visited by this Association either upon the whole of that institution or upon the faculty, but specifically upon its present administration. This procedure does not affect the eligibility of non-members for membership in the Association, nor does it affect the individual rights of our members at the institution in question, nor do members of the Association who accept positions on the faculty of an institution whose administration is thus censured forfeit their membership. This list is published for the sole purpose of informing our members, the profession at large, and the public that unsatisfactory conditions of academic freedom and tenure have been found to prevail at these institutions. Names are placed on or removed from this censured list only by vote of the Association's Annual Meeting.

The censured administrations together with the dates of these actions by the Annual Meeting are listed below. Reports of investigations were published as indicated by the *Bulletin* citations:

Brenau College, Gainesville, Georgia	December, 1933
John B. Stetson University, De Land, Florida (October, 1939 <i>Bulletin</i> , pp. 377-399)	December, 1939
Montana State University, Missoula, Montana (<i>Bulletin</i> , April, 1938, pp. 321-348; December, 1939, pp. 578-584; February, 1940, pp. 73-91; December, 1940, pp. 602-606)	December, 1939
West Chester State Teachers College, West Chester, Pennsylvania (February, 1939 <i>Bulletin</i> , pp. 44-72)	December, 1939
University of Pittsburgh, Pittsburgh, Pennsylvania (March, 1935 <i>Bulletin</i> , pp. 224-266)	December, 1935
St. Louis University, St. Louis, Missouri (December, 1939 <i>Bulletin</i> , pp. 514-535)	December, 1939
University of Tennessee, Knoxville, Tennessee (June, 1939 <i>Bulletin</i> , pp. 310-319)	December, 1939
Central Washington College of Education, Ellensburg, Washington (October, 1940 <i>Bulletin</i> , pp. 471-475)	December, 1940





New Location

American Association of
University Professors

in the

American Chemical Society Building
1155 Sixteenth Street, N. W.
Washington, D. C.

ASSOCIATION NEWS

The Association's New Headquarters

Since 1929 the central office of the American Association of University Professors has been located at 744 Jackson Place, N. W., Washington, D. C., in a building owned by the Brookings Institution. For several years the office space of the Association has been inadequate. Last spring the Association as an educational organization was invited to consider office space in the building of the American Chemical Society at 1155 Sixteenth Street, N. W., recently purchased by that organization. At the same time, the General Secretary of the Association learned that additional office space was available in the Brookings building. In a letter to the Council he outlined the need for increased office space and submitted detailed information concerning possible solutions. He requested the Council to authorize him, in consultation with President Deibler, to use his discretion in the matter of office space for the Association, and to take one of the following steps: (1) Renew the lease with the Brookings Institution with one additional room, (2) renew the lease with the Brookings Institution with two additional rooms, (3) enter into a lease with the American Chemical Society for space in its building on Sixteenth Street, N. W., with the understanding that there would be specific Council authorization for the purchase of furniture necessitated by the move. In each case the square footage of the offices available and the rental figure were stipulated.

In this letter the General Secretary explained that most of the furniture then in use in the Association's headquarters belonged to the Brookings Institution and pointed out that if the Association should move, "it would necessitate buying office furniture, which, of course, we shall be compelled to do some time," and added, "the fact that a move would necessitate buying furniture now should not, therefore, stand in the way of getting a satisfactory and, I think, permanent headquarters." He requested each member of

the Council to indicate his preference among the three alternatives presented.

In accordance with unanimous authorization by the Council and in the light of the expressed preference of almost all the members of that body, the General Secretary entered into a three-year lease for the Association with the American Chemical Society, beginning October 1, 1941. Subsequently the Council authorized the purchase of the necessary furniture and equipment.

The new location of the Association, on the southeast corner of Sixteenth and M Streets, N. W., is one of the most accessible and desirable in Washington. As near neighbors the Association has the National Education Association across M Street to the north, the National Geographic Society across Sixteenth Street to the west, and the University Club three doors to the south. Other offices in the building are those of: American Chemical Society, American Potash Institute, Citizens Emergency Committee, International Student Service, and World's Y.W.C.A.

The five-story building in which the offices of the Association are located was formerly an apartment house of six large units. The Association occupies a large suite on the first floor consisting of seven office rooms, a large hall, and a storage room. The square footage is double that of the former headquarters. The consensus of those who have seen the new offices is that their location, their spaciousness, their utility and their beauty make them a desirable headquarters for the Association.

Annual Meeting

The Twenty-eighth Annual Meeting of the American Association of University Professors will be held in Chicago, Illinois, on Saturday and Sunday, December 27 and 28, 1941, with headquarters at the Stevens Hotel.

The meeting will be preceded by a session of the Council, either on the afternoon of December 26 or the morning of December 27, and followed by sessions of the Council on December 29. The Annual Dinner of the Association is tentatively scheduled for the evening of December 27 at seven o'clock.

The program, as in previous years, will consist of reports of com-

mittees, followed by deliberation and action, addresses and symposia on subjects of concern to the profession. The principal reports scheduled are those of Committee O on Organization and Policy, the Nominating Committee, and Committee A on Academic Freedom and Tenure, by their respective chairmen, Professors W. W. Cook of Northwestern University, Quincy Wright of the University of Chicago, and W. T. Laprade of Duke University. Among the subjects tentatively planned for addresses and symposia are: College and University Government, Higher Education and National Defense, Social Security Coverage for Colleges and Universities, and Preparation of College and University Teachers. The program for the meeting will be published in full in the December *Bulletin*. If possible, copies of the completed program will be sent to chapter officers for presentation to chapters prior to December publication.

The Annual Meeting this year is being held in connection with the annual meetings of the American Historical Association and the Association of American Law Schools.

The Associate Secretaryship

On September 8, Thomas Fitzgerald Green, Jr. became Associate Secretary of the Association. His appointment was made pursuant to Council action on the nomination of the General Secretary. He succeeds Professor William M. Hepburn who wished to return to his position as Professor of Law at the University of Alabama.

Professor Green was born in 1903. He holds the following academic degrees: A.B., 1925, LL.B., 1927, University of Georgia; J.S.D., 1931, University of Chicago. He was a tutor in Mathematics at the University of Georgia, 1925-1926, a practicing lawyer in Athens, Georgia, 1927-1929, Visiting Assistant Professor of Law, University of Georgia, summer 1928, Associate Professor of Law, 1929-1932, Professor of Law since 1932. He has also taught Law at summer sessions at Mercer University and at Emory University. During the present academic year he is on leave of absence from the University of Georgia.

Professor Green is author of "Practical Summary of Negotiable Instruments," articles in several law journals, and an essay en-

titled, "To What Extent May Courts Under the Rule-Making Power Prescribe Rules of Evidence?" which won the Ross Prize of the American Bar Association for 1940. He is a member of Phi Beta Kappa and Phi Kappa Phi.

As President of the University of Georgia chapter of the American Association of University Professors in 1938-1939, his work evidenced both an understanding of and an insight into the philosophy of the Association, particularly in reference to academic freedom and tenure and faculty-administration relations. His work as Associate Secretary, like that of Professor Hepburn, will in large part be concerned with Committee A on Academic Freedom and Tenure, assisting in the handling of investigatory correspondence for the Committee, in directing the work of investigating committees, and in the preparation of reports for publication.

Concerning Association Correspondence

October 1, 1941

To the Members of the Association:

During the past four or five years, there has been a steady increase in the Association's correspondence, particularly that portion of it which requires my personal attention or that of the Associate Secretary. In recent months, this correspondence has reached unprecedented proportions with the result that it has not been possible to handle it as promptly as is desired. On my desk at present there are many unanswered letters. I wish to assure the authors that these letters received careful attention immediately upon their receipt, and any action that may have been necessitated by them has either been taken or given careful consideration.

In addition to the increase in the volume of Association correspondence, there are other factors that have contributed to the delay. During recent months there have come to the attention of the Association for investigation or adjustment numerous cases of dismissals; some of them particularly distressing and complicated. These cases have involved many lengthy conferences in this office with the professors and the administrators concerned and have in turn added greatly to the volume of correspondence.

Another factor in the situation has been a change in the Associate Secretaryship, which has seriously affected continuity of work and correspondence, especially that of Committee A on Academic Freedom and Tenure.

Also, as noted elsewhere in this issue, the Association's headquarters were moved to a new location during the past month. I am confident that the membership will understand and appreciate the interruption in our work occasioned by this move.

I hope that those whose letters to me or to the Associate Secretary may still be unanswered will be as patient as possible with what doubtless will seem to some as neglect of duty or lack of interest. Your cooperation in this matter will, I assure you, be deeply appreciated.

Yours cordially,

RALPH E. HIMSTEAD, *General Secretary*

Announcements

Several regional meetings of the Association will be held in the near future. The following institutions will be hosts on the dates indicated:

Butler University, Indianapolis, Indiana	October 25
Northern Illinois State Teachers College, DeKalb, Illinois	November 1
University of Michigan, Ann Arbor, Michigan	November 8

The President of the Association, Professor F. S. Deibler of Northwestern University, will attend each of the above meetings.

A dinner meeting of Association members in Arizona will be held on November 14 in Phoenix, Arizona.

Chapter Activities

University of Colorado. Professor F. S. Deibler of Northwestern University, President of the Association, participated in the April 10 meeting of the chapter which was attended by 45 members of

the Association. Professor Deibler delivered an address similar to that which he made before the chapter at the University of Wyoming, reported in this section.

Agricultural and Mechanical College of Texas. The spring banquet of the chapter, held on the evening of April 23, was attended by about 150 persons. Dr. Robert L. Sutherland, Director of the Hogg Foundation at the University of Texas, was the principal speaker, his subject being "Some Unorthodox Educational Practices in Texas." At the last meeting of the year on May 8, the chapter was addressed by Dr. T. D. Brooks, Dean of the Graduate School, on the topic "Dominant Educational Objectives—Obverse and Reverse."

The University of Wyoming. At the chapter's meeting of April 9 the guest speaker was the President of the Association, Professor Frederick S. Deibler of Northwestern University. Professor Deibler participated in the chapter meeting during which there was discussion of the relation of the chapter to the national organization and of the function of the faculty in university administration. Following the business session, Professor Deibler addressed the group on the subject, "The Association, Its Work and Principles." He analyzed the name of the Association, what the Association is, what it represents, and what it intends to do. In the course of his talk, he reviewed the origin and history of the Association with a somewhat detailed presentation of the development and formulation of the principles of academic freedom and tenure.

During his stay in Laramie, Professor Deibler was entertained at tea by Professors Laura A. White, Vice-President of the Association, and Clara F. McIntyre and at dinner by Professor Ruth Hudson, president of the chapter. On both of these occasions some members of the chapter had an opportunity to discuss professional matters informally with Professor Deibler.

Iowa Conference of University Professors

The spring meeting of the Iowa Conference, held on April 26 in Indianola, Iowa, was attended by more than 30 persons represent-

ing the following institutions: Coe College, Cornell College, Drake University, University of Dubuque, Grinnell College, Iowa State College, Iowa State Teachers College, State University of Iowa, Iowa Wesleyan College, Morningside College, and Simpson College.

At the morning session Professor G. W. Martin of the State University of Iowa reported briefly on the spring Council meeting which had been held the previous week-end in Baltimore. Professor Richard G. Wendell of Iowa State College spoke on the functions and opportunities of the state conference. As an example of useful action, Professor Martin suggested that the Conference go on record, as had the Council, as favoring the proposed amendment to the Hatch Act which would exempt staffs of educational institutions from the terms of the Act. The Conference took this action, and subsequently informed the Iowa Representatives and Senators of it.

The luncheon session was opened with a talk by Professor Charles E. Rogers of Iowa State College on "Academic Freedom, or the Suppression of Books." The general discussion which followed was initiated by Mrs. Fred W. Weitz, Chairman of the Board of Trustees of the Des Moines Public Library, who had been invited to participate in the meeting.

Representatives

The following members represented the American Association of University Professors on the occasions indicated:

F. S. Deibler (Northwestern University) at the 50th Anniversary celebration of the founding of the University of Chicago, September 27-29.

Ralph E. Himstead at the inauguration of Dr. Paul F. Douglass as President of American University, October 10.

John Q. Stewart (Princeton University) at the 175th Anniversary celebration of the founding of Rutgers University, October 11.

John A. Vieg (Iowa State College) at the inauguration of Dr. Virgil M. Hancher as President of the State University of Iowa, May 9.

Gift Subscriptions to the Bulletin

In December, 1940 a member of the Association requested that the 1941 issues of the *Bulletin* be sent with his compliments to a friend, and asked the Association to notify his friend that the subscription was being made as a Christmas gift. In the course of his letter, the member wrote as follows:

While I am writing this, it occurs to me that there may be some other members of the A. A. U. P. who would consider giving a year's subscription of our *Bulletin* to some friend interested in our system of higher education as a Christmas or even a birthday gift. There may be quite a few people like Dr. —, formerly a university professor, now connected with the — industry, who would be greatly interested in the work we are doing and the articles appearing in the *Bulletin*. I suppose this suggestion of mine is late this year, but possibly you may see fit to mention this idea in one of the issues of your *Bulletin*.

This suggestion is brought to the attention of our membership with pleasure. Other suggestions for increasing the circulation of the *Bulletin* are cordially invited.

THE EDITOR

GRADUATE STUDY AND THE WORLD WE LIVE IN

By JULIA GRACE WALES

University of Wisconsin

A time of war emergency may seem an unfortunate time to try to justify the slow processes of research, especially in the field of the humanities, and the slow disciplines of graduate study. The moment when a tank is looming over one is not the moment to read poetry, much less to annotate it. Yet it may be a moment for sharp awareness of the value of one's tradition and for hope that it may survive for one's children. Hence it may be that in these difficult days research will not only continue but be re-energized, impregnated with a new clearness of aim, a new urgency.

II

Among students in the seminars and other graduate courses in our universities there has been for a number of years a questioning of values, a challenging of methods, to which educators everywhere have given thoughtful and even anxious consideration. Too often the student has found himself unable to perceive the relation between the kind of work he has had to set himself to do and the world at large as he naturally sees it. There has been a sense of a pervading educational problem still unsolved. The assumption of the younger generation, which they have succeeded to a degree in imposing upon the conscience of the older, is that there is something wrong with the substance and method of graduate study and that the solution of the problem lies in finding out what that wrong thing is and changing it. There remains, however, another possibility—namely, that the difficulties at issue are inherent in the nature of advanced first-hand study, whatever the subject. If this is true, what the teacher must struggle to do, even in time of special stress, is not to change the disciplines of graduate study in any

essential way, but to define the inherent difficulties and, by any means he can, help the student to face them realistically. Once the student is convinced that the difficulties are inherent, he will not resent them—once he feels that nature has set the task, not the graduate school. Forewarned, he will be forearmed and can attack his individual problem of adjustment with a comparatively undivided mind. The present discussion attempts only to indicate some of the lines—none of them new—along which more thought and definition seem to be called for. It is intended to apply primarily to humanistic studies.

The problem seems to arise out of the natural and sound urge on the student's part to deal with life as a whole and the practical necessity of dealing with it in segments. This difficulty occurs at all stages of the educational process. Every organized course of study has its own limited and special work that must be done. For instance, in an elementary language course the task in hand for the student is to get a working knowledge of the language, be able to read it; and as a graduate of the course he is responsible for this basic attainment. If he can at the same time get a world view, very good; but for the moment the world view is secondary. It is easy for even high-school teachers (who, like their students, can weary of drudgery) to be so lured away by world views that the task in hand goes by the board, to the detriment of even world views in the long run. But this is no excuse—the point cannot be too much emphasized—for the teacher's allowing the students to forget that whatever they are doing has a place in a larger whole. Whether, from where they stand, the students will always be able to see this larger whole, try as they may, is another question. Those who have brains and imagination will see it, with a little help, and grasp it eagerly; the less gifted may have to take it partly on faith. Even in a university course it may often have to be taken to some extent on-faith at first. Even a university course, whether undergraduate or graduate, can concern itself rightly with only such aspects of a world view as can be genuinely incidental to its proper subject. In this respect the real difficulty, however, is not with undergraduate courses. These, whether general or more concentrated surveys, usually seem to the student fairly satisfactory in responding to and further whetting his

curiosity about the world at large. It is the transition from undergraduate to graduate work that is difficult for him to negotiate. And months of very painful adjustment may intervene before he has fully understood the nature of the change.

III

Contrast undergraduate and graduate study of a Shakespearean play, for example. The undergraduate uses his annotated edition with its carefully sifted information, the outcome of the painstaking work of many scholars. It is only with the help of these scholars that he is able to approach the play supplied with the knowledge he needs to bring to it if it is to be intelligible. He can see the use of those notes, or most of them, that glossary, even that introduction. But why, he reasonably asks, should he trouble further? As a graduate student, however, he must trouble further. He must go back into the realm out of which those notes came—the minute study of original texts on which the modern text is based, the study of language, stage tradition, dramatic tradition, sources, historical background, and, most intricate of all, the background of ideas which Shakespeare took for granted and which the Elizabethans brought, presumably, to the play. And all these, and more, constitute an infinitely complex study that has no ultimate bounds but reaches out in all directions.

The graduate student usually shows no lack of eagerness to do original work. Not only does he wish to take large views, but he distrusts authority and wants to make his own tests. He would like to survey the whole field and make his own interpretation. He is faced at the outset with the staggering immensity of even a supposedly small subject. The accumulation of knowledge in every field has been speeding up in an almost terrifying geometrical progression. The student finds himself not on a mountain top surveying a vast landscape, but swimming in a sea, his head barely above water. He is overwhelmed by a sense of futility, and is tempted to strike back toward any known shore. "Life is too short," he cries; "give me back my manageable undergraduate conspectus of all things."

He presently finds that if he is to do any individual work of his

own, any critical testing and checking, any discovering or reinterpreting, he must select a very tiny cubic centimeter of the universe to work in. From a sense of futility in the vastness of his studies the pendulum of his despair swings to the opposite limit, the sense of the triviality of their smallness. Moreover, outside this tiny area he must for the time being take other people's findings on faith to a great extent. For he cannot always begin by checking these completely; if he did, he would be always going backward from his chosen center to an infinitely distant circumference, and never get ready to begin his work. No; he must get his back to the wall somewhere. Temporarily, he must wall in his little domain with glass walls—the findings of the scholars of best reputation, in the realms that march with his.

If research is a highly cooperative task, it is a controversial task also. Where individual realms touch or overlap, there is perpetual checking and testing, perpetual challenge, defense, and modification. At first the student is struck with the pettiness of these controversies; and he may have wasted a considerable amount of energy in irritation with them before he realizes that, after all, they have a point and a value. Only so can the large truth be found and maintained. All conclusions are forever open to re-examination, inch by inch. The case is never closed. And out of the whole process comes the steady and vast growth of knowledge. The duty to seek publication, once results have been reached, rests squarely upon this principle. Publication is the only means of sharing results and bringing them to critical test; it is the only way that composite work can be carried on adequately.

IV

Those engaged in research in the field of literature constantly meet with a question having to do with what we may call the aesthetic difficulty. "After all," so runs the protest, "it is the enjoyment of literature that matters, not the detailed studies of the seminar; I would rather spend my time on the appreciative reading of literature itself." And here we have to face the fact boldly that the study of literature, if it is to afford an adequate

background for the continued knowledge and lasting enjoyment of individual pieces of literature, must be directed to many other immediate ends than the enjoyment of individual pieces of literature. It is true that even in a graduate course, while we are studying a play, the play's the thing. All other considerations must be kept under control and subordinated to its ultimate illumination. But there are many other subjects of study which can be quite as legitimately chosen. Moreover many of these other subjects may be properly included in a department of literature, since, unless we over-departmentalize our university, there is no clear place for them elsewhere, and since the people who know literature are among the natural people to deal with them. For instance, we may have courses in the history of literature or some period of literature, in the history of the thought of a period as reflected in its literature, in the development of a literary type or theme; in the evolution of an idea; in the technique of an art; in the life and thought of a man, and so forth. When we study an individual work, history becomes the handmaid of literature. When we study some historical aspect, literature becomes the material of history, and the individual work is only one document. Thus anything can for the moment be justly subordinated to anything else. And no one of these kinds of study need insult another. Each establishes its own legitimate emphasis for its own purpose. The important thing is that the student shall know what type of course he is electing, and that, having elected it, he shall not merely quarrel with its necessary limitations.

V

Besides these types of questioning there is another that ought to force itself on the student's mind at every turn of his graduate work: How is all this study to bear on his job—on his future usefulness? And this is a question of capital importance. How far he should carry his studies and where he should center them must depend on the exact nature of what he means his lifework to be. At the same time it has to be remembered that the student, if he is to have an adequate background for his own special work, even if this be only elementary teaching, ought to study much that

he cannot use directly in that special work. The prospective teacher who intends to proceed only to the M.A. is concerned mainly with getting a little knowledge at first hand of a realm that he is not himself ultimately to work in, in order that he may have some sense of the vast hinterland behind his more familiar region of thought and action. To know something of this field, its methods and problems, at least to have a lively realization that it exists, is an indispensable element in a full liberal education; and to know, as it were from the inside, the significance of the materials he is using, is essential to the good teacher.

Not that all those who wish to pursue their studies beyond the bachelor's degree should go into the teaching profession. The universities can make no more fatal mistake than to encourage all intellectual persons to cling to academic life. Many should be eager to go out—the university should be eager to send them out—into all kinds of national leadership. Even those who mean to teach should wish to get on the firing line of difficulties, and it is the responsibility of the university to strive to place them in strategic positions. It is as those entering all the professions look forward not merely to remunerative jobs in congenial surroundings but to the hardships of public service that preparation can be most soundly planned.

The student who proceeds to the Ph.D. should as a rule be one who intends to take his own part in the cooperative enterprise of research. The Ph.D. or its equivalent in thoroughness is essential to a training for academic life, and especially to a training for teaching in the graduate school. Yet it is not true that a university should encourage only one kind of activity in its staff. Provided its basic activities are not neglected—scholarship and teaching—it can sponsor many kinds—creative writing, critical writing, and the more comprehensive work of the man of letters.

Mr. Archibald MacLeish pleads in a recent article¹ for the return of the man of letters, the defender of great ideas, to an active part in the common life. His appeal is one of the clarion calls of our time and one that all academic folk will do well to heed, will indeed disregard at their peril. Mr. MacLeish feels that the man of letters has been "driven from our world—by the division of his

¹ "The Irresponsibles," *The Nation*, 150:20 (May 18, 1940), 618-623.

kingdom" between the scholar and the writer. It is important on this point to bear in mind, however, that scholar, writer, and man of letters are not necessarily three men but are three possible functions of one man, functions that must be kept sharply defined in theory and sharply separated in practice. The scholar's virtue of detached objectivity—as Mr. MacLeish points out—has been hardly won. It must not be sacrificed to any interest. Similarly, aesthetic detachment is the *sine qua non* of art. Yet both poet and scholar are men, with other capacities. Either can be also a man of letters, can utilize scholarly knowledge or artistic skill in the service of the common weal. When the scholar is looking for a fact, he must look for it without prejudice in favor of finding the fact he wants, but when he has found it, he may turn it to practical use. The essential thing is that he keep clear which function he is exercising, and obey the laws that are proper to it. To confuse the functions is to destroy them all. No two of the functions can be combined in one mental attitude and action, though all can be separately exercised by one person. In the work of the man of letters the knowledge of the scholar and the skill of the artist become instruments serving an end similar to that of the preacher and the statesman. The resulting creation is not a body of knowledge on the one hand nor a book or a picture on the other but a social order; and the medium is the minds of men.

That the work of the man of letters is the most urgent intellectual work of our time, there seems little room for doubt. And yet if it is to go on over the years and be well done, the separate work of scholar and of artist must go on too, and these separate functions must be trained and exercised under the old laws of unbiased devotion to the fact.

It is true, of course, that the Ph.D. training is subject to abuses. Those who write a Ph.D. thesis only for the job they hope to get do not deserve the job; they belong in some other work. Those to whom research is only a stepping stone to promotion are not scholars at heart. Nor does it help matters to blame "the system." The system is not a moral agent. Forces are made of persons; there are no abstract human forces. It is as individuals that we must do better. Only as the university teacher believes in scholarship himself, irrespective of the personal rewards it may offer

or the personal costs it may entail, can he hope to justify it to others.

VI

But all protests of the young graduate student are minor beside the passionate, healthy outcry of youth, "I want to live; while I still have my youth, I must live. This is not living." It is a protest against more than graduate study. It is the normal reaction of energy against discipline, of the free spirit against the bonds of hard work and grim routine. The difficulty can be gradually mitigated only by the wiser ordering of our common work; yet it remains inherent in the individual life as well as in the adjustment of the individual to society. There must be strain, but not undue strain, if we as individuals are to maintain our strength. Moreover it is not alone that any one of us as an individual must live. Humanity must live and transmit its full power of living. And the university is not merely a distributing center of the learning that is to nourish the cultural life; it is rather a farm, a vast estate, where new crops must be grown. Thus it is to the larger life of humanity that the enterprise of scholarship is dedicated. As he faces this enterprise, the graduate student finds that he can be no longer a child in the house of knowledge, his chief function to assimilate and enjoy. He is now to enter into mature possession of his inheritance. Nor will his task be only to be the courteous host, introducing others to its beauties. Instead he must take for it an adult responsibility, realize how it was founded, how built up; study for himself how it must be ever enlarged, renewed, cared for, and protected.

Yet it is only natural and human that we should, all of us, have often to pause in the midst of our work and deliberately refresh our sense of its meaning.

VII

What the collective mind of man seems to be about is the achievement of universal consciousness—of things past and present, and so—ideally speaking—things to come. The individual mind can after a fashion reflect the whole consciousness of man-

kind; it has this telescopic function (to use a figure that cannot be pressed far); and liberal education is concerned with this total reflection and its creative interpretation. But the individual mind has another function. It can operate as a cell of the whole, microscopically. And even this function is more than a means to "the chief end of man." It is part of the end, for in it is the joy of activity of the mind, of exploring a microcosmos that may be at moments no less revealing of the essence of the whole than are large views themselves. The most vigorous minds have both functions. The true researcher finds his satisfaction in the whole cooperative advance of knowledge, knowing that what he does, others will use, that what others do he can help to coordinate. And he has patience with the cubic centimeter of the moment because he remembers that its very minuteness finds its reason and necessity and significance in the immensity of things.

It is from the human conspectus of this immensity, in all its variants endlessly recorded anew through the centuries, that mankind must derive its notion of what is permanent and of central worth in human experience. All such conclusions must be tentative, perpetually subject to re-examination; for the validity of cumulative evidence rests on the independence of the witnesses. Stress on the consensus of opinion as to values, or centrality, we call classicism; stress on the constant duty to deal with all aspects, all evidence, is realism; eagerness to envisage the hitherto unknown we may call romanticism; faith in an ultimate significance of the whole is a form of idealism. Nor need these various approaches, at their best and sanest, be in conflict; it may be that it is on all of these taken together that we shall have to base our philosophy of study.

THE FUNCTIONAL BASES OF APPRAISING ACADEMIC PERFORMANCE

By LOGAN WILSON

Tulane University of Louisiana

It is a curious yet understandable paradox that academicians should display a scientific attitude toward every universe of inquiry except that which comprises their own profession. Going through their writings on professional problems, one is struck by the preponderance of wishful thinking on the one hand and of invective and admonition on the other. The impression is left that existing situations are criticized largely in terms of personal constructs of colleges and universities existing nowhere except in the mind of the critic. Seldom is there any analytic study of cause and effect relations responsible for contemporary practices and equally rare is any realistic functional justification for alternative procedures.

Especially prevalent is this utopian attitude toward the matter of evaluating faculty services. The staff consensus almost everywhere is that administrative modes of appraisal are unsatisfactory. In some instances individuals complain that good teaching is underrated, and in others a similar objection is made with reference to research. Professors bemoan the *ad hoc* methods of administrators, and at the same time propose reform schemes lacking in specificity or practicability for local situations.¹

It seems to me that hortative thinking must be postponed until a more thorough functional analysis is made of actual social organizations. In order to arrive at workable hypotheses of general validity, existing colleges and universities must be treated as be-

¹ Here it should be noted that colleges and universities are far behind leading industrial organizations in the scientific solution of personnel problems. The blame for this state of affairs in the academic world cannot be laid entirely upon administrators, for, aside from the work carried forward by the American Association of University Professors, academic groups have given little systematic, collective attention to such matters.

havior systems in the same way that social scientists do other associations bound together by common objectives.

A functional analysis, for example, shows how the democratic organization of a faculty may be justified on the basis of utility rather than sentimental preference (as is so often done). A college or university faculty appears ideally and historically as a "society of equals," and the typical organization actually found is a comparatively unhierarchical arrangement when viewed alongside the structure of the army, the Catholic clergy, or a modern industrial corporation. Waving aside ideological arguments, why should this be so? Two main functional reasons may be mentioned. First, from the perspective of academic freedom there is the danger and fear that faculty members will be put under orders—and for practicable reasons specialists of a high order of complexity cannot be placed under orders if learning is to be advanced. And second, the functioning of an elaborate status hierarchy presupposes relatively infallible methods of attaching symbols of achievement to achievement. Any attempt to tie these latter up too closely necessarily interferes with the smooth operation of the social system, since there is at present no precise mechanism for determining elaborate distinctions for a large and diverse group of men. Hence it is that the social organization of a university faculty is not to be ascribed to mere historical accident.

II

Both the structures and the functions of university social systems are tied up with institutional objectives. Two major objectives of higher learning are dissemination and innovation. An examination of existing colleges and universities reveals, however, that they are not all equally concerned with both of these objectives. In the main, there appear to be three basic typologies.

Our first category of institutions has objectives that are of necessity almost strictly disseminative. Their staffs ordinarily lack the training, facilities, and stimulus for research or innovation. The administration neither expects nor rewards research, and often makes no provision for its performance or evaluation. Students are competed for within a localized area, "cooperative" staff mem-

bers are seldom discharged for technical incompetence, and advancement is largely in terms of seniority, teaching excellence, or promotive abilities. In such places the primary staff function is teaching, and the teacher fits into the local scheme more readily than does the scientist or scholar.

The second group of colleges and universities tends to place the research function on a par with the teaching function. The areas served by such institutions are, as a rule, less localized, their faculties selected with more consideration for research qualifications, and more opportunity and stimulus for the innovative function are provided. Though not exerting strong pressures upon all faculty members to do research, the administration typically rewards those individuals who show excellence in this direction.

The third major category of institutions comprises those in which the innovative function assumes a priority over the disseminative in the matter of staff appraisal. Staff members typically engage in both teaching and research, but the real competition is phrased largely in terms of the latter. Since these institutions have come to be centers of intellectual discovery and invention, the services of the outstanding teacher but indifferent scholar are less valued than those of the eminent scholar but mediocre teacher. In such places the importance of effective teaching is recognized, although the highest prestige is reserved for scholars and scientists.

These typologies are useful in tracing the source of a number of disjunctions. Serious strains may develop when an institution which belongs structurally in the first category attempts to stress a function which can be efficiently performed only by the third category. Confusion of emphasis typically occurs in the second group, where there is much falling between stools. Individual difficulties are created in the same manner. The person who is emotionally and intellectually fitted for research rather than teaching is much happier and more efficient in the third category of institutions than in the first. Those individuals who prefer to devote all of their time to teaching and working directly with people find adjustment easiest in the first category, whereas those who like to balance their activities belong in the second grouping. It is clear, therefore, that fundamental disharmonies on either the

institutional or the individual level are simply expressions of a disjunction between structure and function.

III

Teaching, research, miscellaneous administrative and public service functions are recognized almost everywhere as legitimate parts of the academic man's work, but it is of interest to note that teaching is the only function common to all three categories of institutions and the only one defined in quantitative terms. Let us observe more specifically how this affects activity.

One investigation of smaller colleges found that only 32 per cent of all staff members made any contribution to printed literature over a five-year period, and that the median number of contributions was only 1.3 items.¹ An inquiry conducted by the American Historical Association in various types of colleges and universities revealed that only 25 per cent of Ph.D.'s in history are consistent "producers."² Similarly, "among 1888 persons in the United States who took the Ph.D. in mathematics between 1862 and 1933, after graduation 46 per cent prepared no published papers; 19 per cent only 1 paper; 8 per cent only 2 papers; 11 per cent 3 to 5 papers; 6 per cent 6 to 10 papers; 2 per cent 21 to 30 papers; and 2 per cent more than 30 papers."³ These figures indicate that if the average faculty member in the typical college or smaller university depended on his quantitative scholarly output for professional advancement in rank and status, the hierarchical pyramid would show very few members at or near the top. The actual situation proves that the research function tends to become residual, and is not participated in extensively. This is a partial corollary of the fact that where research is less valued than teaching and other functions appraised by the administration, very little of it gets done.

Our second group of institutions, which includes many leading state universities, shows a much greater emphasis upon the re-

¹ See Floyd W. Reeves and others, *The Liberal Arts College*, Chicago, 1932.

² Marcus Jernegan, "Productivity of Doctors of Philosophy," *American Historical Review*, XXXIII, 1927, p. 22.

³ Figures from *Biennial Survey of Education in the United States*, Vol. I, 1938, p. 51.

search function. A report from the University of Minnesota indicates that the factors entering into promotions made there between 1913 and 1931 were in the following order of importance: "teaching, 43.4 per cent; productive scholarship, 27.6 per cent; student counseling, 11.6 per cent; administrative work, 11 per cent; and public service, 6.4 per cent."¹ Comparable findings for Indiana University give almost the same order: "teaching, 35.4 per cent; productive scholarship, 22.9 per cent; administrative work, 9.9 per cent; student counseling, 7.1 per cent; and public service, 5.1 per cent."² At the University of Michigan the chapter of the American Association of University Professors has circulated the following criteria to be used in evaluating faculty services: teaching, research, standing in the profession, personality qualities, departmental and university administrative work, public and community services.³ It is acknowledged that some of these are of primary and some of secondary importance, yet no attempt is made to assign an absolute value to each item. The faculty consensus at Michigan is that in the matter of promotions more emphasis is actually placed there upon research than upon teaching, a practice in part explained by the fact that productiveness in research affords more "tangible results" than in teaching.

At no point does the contrast between the third category of institutions and the first two come out more clearly than in the performance and evaluation of the research function. The University of Chicago may be used to illustrate a leading institution in the field of scholarly productivity. During the period from 1924 to 1929, 70.6 per cent of the total faculty contributed to technical journals, association proceedings, or had materials published in the form of books, bulletins, and monographs. The average number of published studies per faculty member during this period was 10.8. How productivity was distributed by the percentages of all faculty members contributing a given number of items during the five-year period is reported as follows: 26.9, 1-3 items; 17.4,

¹ F. S. Chapin, *Contemporary American Institutions*, New York, 1935, p. 157.

² A. B. Hollingshead, "Climbing the Academic Ladder," *American Sociological Review*, June, 1940, p. 393.

³ "The Evaluation of Faculty Services," *University of Michigan Administrative Studies*, Vol. I, No. 3, pp. 9 ff.

4-6; 10.4, 7-9; 5.8, 10-12; 5.8, 13-20; 4.3, 21 or more.¹

Not only does this official faculty survey give compilations for the entire staff, but it also makes comparisons of quantitative output by ranks, departments, and divisions. In addition, the percentages of faculty members in *Who's Who in America* or in *American Men of Science* are also noted by ranks, departments, and divisions. The Chicago survey does not state the administrative utilization of such invidious comparisons, yet it goes without saying that they must be used extensively in determining individual promotions, allocating departmental funds, and in making administrative changes of personnel.

From the preceding instances it is apparent that socially conceived functions are translated into institutional policies which in turn become pressures upon staff members. Rewards and penalties are fixed accordingly, and the incentives and hindrances which staff members feel at Harvard, Columbia, or Chicago are not necessarily of the same order or intensity as those felt at other types of institutions which stress different functions.

IV

Assuming a staff consensus concerning objectives and the relative emphasis to be placed on various functions, the problem of evaluation would be simpler, although still far from easy. If a single criterion be demanded, then technical competence is the most satisfactory, but age, maturity, length of service, and peculiarities of each individual situation cannot be ignored. Fundamental disharmonies result from the "up or out" system, carefully codified rules of seniority, or rigid adherence to any inflexible method which ignores the fact that university people dislike being treated as pawns.

Such matters, however, can be more readily settled by precedent, fiat, or consensus than can the qualitative judgment of achievement. Here is the real crux of the thing. Lacking precise qualitative criteria, administrators are prone to fall back upon rather crude quantitative measures as a partial substitute. *A post hoc*

¹ Floyd Reeves and others, *The University Faculty* (Survey, Vol. III), Chicago, 1933, pp. 45 ff.

judgment of successful teaching is frequently rendered for those professors who build up the most substantial enrollments; and in research, productivity comes to be measured by the bibliographical yardstick.

Published items are sometimes divided into classes and weights assigned. As indicated by Hollingshead's Indiana study, the following weighting procedure evidently is used there:

- (1) research articles published in professional or scholarly journals, or in a university series, 5;
- (2) popular articles and pamphlets, 3;
- (3) monographs. This class includes research contributions, creative writings, and scholarly compilations not specifically designed as textbooks for classroom use, 15;
- (4) textbooks, 10;
- (5) essays, poems, and short stories, 5.

By definition, evaluation must remain in part a subjective procedure. The testing of intellectual and scientific endeavor for purposes of status assignment cannot be entirely clear-cut and impersonal, and reputation is not reducible to precise categories. The unfortunate aspect of the whole situation is that objective orientation for the staff member is rendered difficult by tangential and often conflicting demands. His work is judged by a number of standards, one set often being at variance with another. Advancing his local status may be at the cost of advancing his national reputation, and *vice versa*.

The hierarchy of prestige and position in academic fields, as in all others, is never identical with merit. The average functionary simply strives for the kind of attainable results which bring approval from those whose verdict is worth most to him.¹ Everywhere there are a few rare individuals so immersed in performance for its own sake as to be relatively indifferent to the symbols of achievement, and even the most perfunctory occasionally experience such moments of zest. Yet a competitive system necessitates expediency in the allocation of time and energy and causes

¹ Ambitious young men are well aware, however, that offers of better positions are made primarily on the basis of publication, and that renown in teaching has a prestige value confined largely to the local college and its alumni.

the functionary to concentrate upon teaching, research, or some other activity that local pressures may push to the front.

In research centers, individual wishes for recognition are implemented by administrative imperatives, so that the intensity of competition and the large number of competitors multiply enormously the real and alleged contributions to the advancement of learning. That a strong emphasis upon scholarly productivity results in tremendous positive values from leading universities is generally known. That it also interferes with the performance of other functions and in marginal cases produces flamboyancy, exhibitionism, quantitateness without regard for quality, and other results indirectly inimical to knowledge itself is not so generally acknowledged.

The patterning of higher education is such that even for those (the majority) who will engage primarily in teaching, graduate training means research training. When the social structures, functions, and evaluative methods of leading universities are indiscriminately copied in all sorts of institutions, chaotic consequences are inevitable. Equally productive of personal and institutional disorganization are the unstudied procedures imposed by administrative whim or faculty sentiment. To offset the wasteful division of labor and haphazard evaluative methods found in the present anarchic state of affairs, it is unquestionably high time that faculty committees as well as administrative officers should base their proposals and actions upon a more objective knowledge of social organization.

PROFESSORS SHOULD WORK

By KIRK H. PORTER

State University of Iowa

In our desire to get students to work harder, and to learn by themselves, there is some tendency to minimize the rôle of the professor. It seems to be taken for granted that he will work hard, so rarely is it stated that he should; and the student is exhorted to work, as if there were some doubt that he will do so. Let me turn these assumptions around. Let us assume that students will work, and dwell upon the need for professors to do so.

II

The principal reason for going to college is to get something from professors. If this were not so young people might well stay at home and study by themselves. Some of them do, and occasionally far outstrip those who have gone to college. They could take correspondence courses and learn much. Or they could go to live inexpensively in the vicinity of big city libraries and study with great profit by themselves. But few of them choose to do these things when they are able to go to college. Instead of going to the great libraries in Boston, New York, Washington, Philadelphia, or Chicago, they go to colleges and universities to "get" professors. It is to put the emphasis in the wrong place if when they arrive they are unduly pressed to do what they might have done if they had stayed home, that is, learn by themselves. On the contrary, let it be insisted that they have come to college primarily to get the services of professors who work hard and have something worth while to deliver. Nevertheless, students are often actually told that attendance at class is not particularly important and that what one gets "by himself" is all that really counts. One great university comes very close to proclaiming that its own splendid lecturers are hardly worth going to hear.

Strangely enough, it appears to be assumed by many educators that if a student listens to a professor explain something he is being "spoon fed," and the educative process is deplorably "passive," whereas if the student reads out of a book what some other professor has written, he is "getting it by himself." In my opinion the latter process is far more passive, passive oftentimes to the point of somnolence. A competent professor—one who really works—can put far more dynamic action into the educative process than one can hope to get from books by himself. Indeed that is why students come to college to "get" professors.

It should be taken for granted that the student will read, and that he will work by himself. I never heard of an institution, or of a professor, who discouraged this. But let institutions be proud of professors who work and who do something splendid for students. Elsewhere it is the effort of the student himself that counts most; at college the student's own effort still counts, to be sure; but it is the effort of the professor that counts most. And let professors work hard and be concerned with demonstrating each day that they are worth coming to "get."

Time spent in classrooms ought to be the most valuable part of the student's experience, for time spent in contact with professors is the unique contribution to the educational process which the college has to offer, and it is the one thing of which there is for the student a definitely limited supply. Books, which he can read by himself, will be available to him all the rest of his life. He can study and learn by himself all the rest of his life; and, to be sure, he should acquire these habits in college. But it is only in college for a few short years that he can "get" professors. Their contribution thus becomes of paramount importance. Curricula, content of courses, methods of instruction, and planning for college and university development should be centered around this basic proposition.

III

Unfortunately, many administrative officers capitalize unduly upon the idea that students should learn by themselves, and thus repudiate the basic reason for having a college. This is to over-

emphasize a good idea, and to ignore a better one. The very existence of a college implies that there is something even better to do than to try to learn by one's self. Of course there is. It is to go to college and get something from professors. It is a splendid thing to build great libraries, spacious study halls, luxurious living quarters, and extensive recreational facilities. So-called "honors" courses and programs for independent study are to be applauded. But what is of most importance is to have competent professors who can and will do the main job for which the college exists.

Too many professors, in their modesty, give aid and comfort to those who would like to eliminate them. The professor who does not insist that it is important to come to his class is abdicating. Students and administrators might well take him at his word, and let him seek other fields of usefulness. If a subject can be learned adequately from books, why have a professor? I confess I do not know the answer to that one. I prefer to assume that the professor is "worthy of his hire" and has something important to contribute every time he meets a class.

IV

The professor who lazily rehashes what can readily be found in print is doing his students and his profession no good. The professor who is content to be a quiz master, merely to find out if students have learned their lessons, remains at a very low level in his profession. Of course, a very important part of his duty is to stimulate them to self-exertion, but the professor who does little but tell his students to go and learn by themselves might well go and earn a living by himself at something else. Let us emphasize the fact that professors should work, and take it for granted that students will do so, instead of putting it the other way around.

In one of the famous stories concerning Mr. Dooley, his friend Hennessey tells about taking his son to enter college. Finally he said, "And thin we wint around and picked out some perfessors to study fer 'im." I think he had a point there.

REPORT OF THE NOMINATING COMMITTEE

Pursuant to By-Law No. 1, the Nominating Committee submits its list of nominees for the elective offices falling vacant at the close of 1941. The biographical data, supplied for the most part by the nominees themselves, are also submitted pursuant to By-Law No. 1. The members of the Nominating Committee are: Professors Quincy Wright, University of Chicago, *Chairman*; George Boas, Johns Hopkins University; Walter G. Cady, Wesleyan University; R. G. Gustavson, University of Colorado; and Louise Pound, University of Nebraska.

President

WILLIAM THOMAS LAPRADE, History, Duke University

Elected 1925;¹ Chap. Pres., 1931-32; Council, 1934-36; Chm., Com. on Academic Freedom and Tenure, 1937-41.

Born 1883. A.B., 1906, Washington Christian College; Ph.D., 1909, Johns Hopkins University. Assistant Professor, 1909-15, Trinity College; Professor, 1915- , Trinity College and Duke University.

First Vice-President

H. CARRINGTON LANCASTER, French Literature, Johns Hopkins University

Charter Member; Chap. Pres., 1937-38; Council, 1919-21; Chm., Nominating Committee, 1929, 1931.

Born 1882. B.A., M.A., 1903, University of Virginia; Ph.D., 1907, Johns Hopkins University. Instructor, 1907-08, Associate Professor, 1908-10, Professor, 1910-19, Amherst College; Professor and Chairman of Department, 1919- , Johns Hopkins University; Visiting Professor, 1930- , New York University.

¹ Refers in this and each following statement to the date of election to Association membership.

Second Vice-President

ZECHARIAH CHAFEE, JR., Law, Harvard University

Elected 1926; Com. on Freedom of Speech, 1936- .

Born 1885. A.B., 1907, Brown University; LL.B., 1913, Harvard University. Assistant Professor, 1916-19, Professor, 1919- , Harvard University.

Members of the Council for 1942-1944¹

DISTRICT I

C. RAYMOND ADAMS, Mathematics, Brown University

Elected 1926; Chap. Secy.-Treas., 1929-30; Chap. Pres., 1936-37.

Born 1898. A.B., 1918, Sc.M., 1920, Brown University; A.M., 1921, Ph.D., 1922, Harvard University. Instructor, 1918-20, 1923-25, Assistant Professor, 1925-28, Associate Professor, 1928-36, Professor, 1936- , Brown University.

OTTO F. KRAUSHAAR, Philosophy, Smith College

Elected 1933; Chap. Secy., 1935-36; Chap. Pres. 1936-37.

Born 1901. A.B., 1924, A.M., 1927, State University of Iowa; Ph.D., 1933, Harvard University. Assistant and Lecturer, 1926-27, State University of Iowa; Assistant, 1927-29, Instructor, 1930-33, Harvard University and Radcliffe College; Visiting Assistant Professor, 1929-30, University of Kansas; Visiting Lecturer, 1935-36, Amherst College; Assistant Professor, 1933-36, Associate Professor, 1936-39, Professor, 1939- , Smith College.

DISTRICT II

WALTHER I. BRANDT, History, The City College (New York)

Elected 1933; Chap. Secy., 1939-40; Chap. Pres., 1940-41.

Born 1893. B.A., 1915, Luther College; M.A., 1917, Ph.D., 1920, University of Wisconsin. Instructor, 1915-16, Albion Academy; Instructor, 1917-18, Lutheran Normal School; Fellow, 1918-19, Assistant, 1919-20, University of Wisconsin; Instructor, 1920-21, Western Reserve University; Instructor, 1921, Assistant Professor, 1922-29, State University of Iowa; Associate Professor of History, 1929- , The City College (New York).

ROBERT L. CALHOUN, Historical Theology, Yale University

Elected 1928; Chap. Pres., 1939-41; member, American Federation of Teachers, 1931- , and Chm. Local 204, 1932-35, 1938-40; member, American Civil Liberties Union, 1937- .

¹ One from each district to be elected.

Born 1896. B.A., 1915, Carleton College; B.D., 1918, M.A., 1919, Ph.D., 1923, Yale University. Instructor, 1921-23, Carleton College; Instructor, 1923-26, Assistant Professor, 1926-32, Associate Professor, 1932-36, Professor, 1936- , Yale University; Visiting Professor, 1931-32, Wesleyan University.

DISTRICT III

EUGENE PARKER CHASE, Political Science, Lafayette College

Elected 1924; Chap. Pres., 1934-36.

Born 1895. A.B., 1916, Dartmouth College; B.A., 1919, Oxford University; M.A., 1921, Ph.D., 1924, Harvard University. Instructor, 1919-20, Massachusetts Institute of Technology; Tutor, 1921-23, Harvard University; Assistant Professor, 1923-26, Wesleyan University; Associate Professor, 1926-29, Professor, 1929- , Lafayette College.

HAROLD A. LARRABEE, Philosophy, Union College

Elected 1926; Chap. Pres., 1937-38.

Born 1894. A.B., 1916, Ph.D., 1925, Harvard University; M.A., 1918, Columbia University. Assistant Professor, 1920-21, Syracuse University; Assistant, 1921-23, Harvard and Radcliffe Colleges; Rogers Traveling Fellow, 1923-24, Harvard University; Assistant Professor, 1924-25, University of Vermont; Assistant Professor, 1925-27, Associate Professor, 1927-28, Professor, 1928- , Union College.

DISTRICT IV

RICHARD J. PURCELL, History, Catholic University of America

Elected 1930; Chap. Pres., 1938- .

Born 1887. B.A. 1910, M.A., 1911, University of Minnesota; Ph.D., 1916, Yale University; LL.B., 1939, Georgetown University. Head of Department of History and Government, 1916-20, College of St. Thomas; Instructor, 1920-22, Associate Professor, 1922-29; Professor, 1929- , Head of Department, 1931- , Catholic University of America; Guggenheim Fellow, 1927-28.

A. CURTIS WILGUS, Hispanic American History, George Washington University

Elected 1931; Chap. Pres., 1939-40; Representative to the American Documentation Institute, 1938- .

Born 1897. Teacher's Certificate, 1916, State Teachers College, Platteville, Wisconsin; A.B., 1920, M.A., 1921, Ph.D., 1925, University of Wisconsin. Teaching Fellow, 1921-22, University of California; Assistant Instructor, 1922-24, University of Wisconsin; Associate Professor, 1924-30, University of South Carolina; Associate Professor, 1930-41, Professor, 1941- , George

Washington University (Acting Dean, Columbian College, 1932-34; Director of Center of Inter-American Studies, 1932-37).

DISTRICT V

LELAND J. GORDON, Economics, Denison University

Elected 1931; Chap. Pres., 1933-35.

Born 1897. B.S., 1922, M.A., 1924, Ph.D., 1928, University of Pennsylvania. Instructor, 1922-29, 1930-31, Assistant Professor, 1931, Assistant Director of Admissions, 1927-29, University of Pennsylvania; Penfield Traveling Fellow in Turkey, 1929-30; Special Lecturer, 1927-29, Haverford College; Professor and Head of Department, 1931- , Denison University.

RUSSELL PARSONS JAMESON, Romance Languages, Oberlin College

Elected 1924; Com. on Preparation and Qualification of Teachers, 1938- .

Born 1878. Ph.B., 1900, M. A., 1906, Oberlin College; Docteur de l'Université (Lettres), 1910, University of Paris. Instructor, 1904-08, Associate Professor, 1910-20, Professor and Head of Department, 1920- , Oberlin College.

DISTRICT VI

GEORGE POPE SHANNON, English, University of Alabama

Elected 1936; Chap. Pres., 1937-39.

Born 1892. B.A., 1917, Vanderbilt University; M.A., 1923, Ph.D., 1926, Stanford University. Instructor, 1922-25, Stanford University; Associate Professor, 1920-21, Professor and Head of Department, 1926-29, University of the Philippines; Assistant Professor, 1925-26, Professor and Dean of College of Arts and Sciences, 1929-35, University of New Mexico; Professor, 1935- , University of Alabama.

ALLAN J. STANLEY, Physiology, Louisiana State University

Elected 1939; Chap. Secy., 1940-41.

Born 1899. A.B., 1922, Simpson College; M.S., 1935, Ph.D., 1936, State University of Iowa. High school teaching and administration, 1922-32; Research Associate, 1936-37, State University of Iowa; Instructor, 1937-39, Assistant Professor, 1939- , Louisiana State University.

DISTRICT VII

M. M. BOBER, Economics, Lawrence College

Elected 1930; Chap. Secy., 1930-31; Chap. Pres., 1934-35.

Born 1891. B.S., 1918, Montana State University; A.M., 1920, Ph.D., 1925, Harvard University. Assistant, 1920-23, Instructor, 1923-27, Harvard University; Instructor, 1924-25, Radcliffe College; Associate Professor, 1927-28,

Professor, 1928- , Lawrence College; Visiting Professor, 1939, University of Buffalo.

EARL C. BOWMAN, Education, DePauw University

Elected 1929; Chap. Vice-Pres., 1934-35; Chap. Pres., 1935-36.

Born 1886. A.B., 1909, Miami University; M.A., 1922, University of Chicago; Ph.D., 1928, Ohio State University. Professor, 1922-23, Dean, 1923-25, Acting President, 1925-26, West Liberty State Teachers College; Director of Student Teaching, 1927-28, Otterbein College; Director of Student Teaching and Professor, 1928-40, Professor and Head of Department, 1940- , DePauw University.

DISTRICT VIII

ARTHUR L. KEITH, Latin, University of South Dakota

Elected 1918. Chap. Pres., 1930-31; Com. on Admission of Members, 1920-28.

Born 1874. A.B., 1898, A.M., 1908, University of Nebraska; Ph.D., 1910, University of Chicago. Professor, 1910-22, Carleton College; Professor, 1922- , University of South Dakota.

STUART A. QUEEN, Sociology, Washington University

Elected 1934; Chap. Pres., 1938-39; member, American Civil Liberties Union, 1925- .

Born 1890. A.B., 1910, Pomona College; A.M., 1913, Ph.D., 1919, University of Chicago. Executive Secretary, 1913-17, California State Board of Charities and Corrections; Instructor, 1919, University of Illinois; Associate Professor, 1919-20, Goucher College; Professor, 1920-22, Simmons College; Professor, 1922-30, University of Kansas; Associate Secretary, 1930-32, Detroit Community Fund and Council of Social Agencies; Professor, 1932- , Washington University.

DISTRICT IX

H. G. DEMING, Chemistry, University of Nebraska

Elected 1927.

Born 1885. B.S., 1907, University of Washington; Ph.D., 1911, University of Wisconsin. Assistant Professor and Professor, 1911-16, University of the Philippines; Acting Dean, 1915-16, Philippine College of Agriculture; Associate, 1916-18, University of Illinois; Professor, 1918- , University of Nebraska.

WILBY T. GOOCH, Chemistry, Baylor University

Elected 1933; Chap. Pres., 1937-38.

Born 1885. B.S., 1906, M.S., 1908, Baylor University; Ph.D., 1918, Univer-

sity of Chicago. Instructor, 1908-09, Professor, 1909- , Chairman of Division of Physical Sciences, 1935- , Baylor University.

DISTRICT X

A. LADRU JENSEN, Law, University of Utah

Elected 1937.

Born 1896. A.B., 1917, Brigham Young University; M.A., 1924, J.D., 1925, University of California. Head of History and Political Science Department, 1919-21, Brigham Young College; Associate Professor, 1926-33, Professor, 1933- , University of Utah.

J. LOEWENBERG, Philosophy, University of California

Elected 1920; member, American Civil Liberties Union, 1917- .

Born 1882. A.B., 1908, A.M., 1909, Ph.D., 1911, Harvard University. Instructor, 1912-15, Wellesley College; Instructor, 1915-18, Assistant Professor, 1918-22, Associate Professor, 1922-25, Professor, 1925- , Chairman of Department, 1936- , University of California.

ORGANIZATION AND POLICY

REPORT OF COMMITTEE O

Committee O may be called a standing constitutional convention which reports each year to the Association at the Annual Meeting whether changes in the fundamental law of the Association seem desirable. The General Secretary and the Council refer to the Committee for consideration and report suggestions which have been made during the year by chapters or individual members for amendment of the Constitution or By-Laws. If suggestions have been made at the last Annual Meeting these also are referred to the Committee for consideration and report. The Committee may also originate proposals for change in the organic law of the Association.

Before the Committee formulates its recommendations, it is customary for the Chairman to present all matters under consideration to the members of the Council at the spring meeting of that body for discussion and advice. As the Committee is a standing committee of the Association and reports directly to the Annual Meeting, expressions of opinion by members of the Council are advisory only and not necessarily binding on the Committee in preparing its report. In some instances the General Secretary, through chapter letters, obtains the views of chapters as to the desirability of suggested amendments to the Constitution and By-Laws.

It is also the practice of the Committee to lay its annual report before the members of the Council at the meeting of that body which immediately precedes the Annual Meeting of the Association. This gives the Council an opportunity to consider the Committee's recommendations in advance of the Annual Meeting. The Council's approval or disapproval of the Committee's report, as the case may be, is, of course, not binding upon the Annual Meeting.

In accordance with these practices the Chairman of Committee O

met with the Council on April 26, 1941, and obtained expressions of opinion from Council members upon a number of suggested amendments. The following day the Committee held a meeting which was attended by all the members. At the invitation of the Committee, General Secretary Himstead was in attendance and gave the members the benefit of his observations of the functioning of the Association's organic law. After careful consideration of all suggestions which had been made, the Committee has decided unanimously to recommend two changes in the Constitution.

I

The first amendment relates to the method of electing officers. The relevant parts of Article III, Section 3 of the Constitution now provide that "The President, the Vice-Presidents, and the elective members of the Council shall be elected by a majority vote of the Active Members present and voting at the Annual Meeting. . . . On the request of one-fifth of the Active Members present and voting a proportional vote shall be taken in the manner prescribed in Article X."

The method of taking a proportional vote described in Article X is as follows: "When a proportional vote is taken, the accredited delegates from each Chapter shall be entitled to a number of votes equal to the number of Active Members in their respective Chapters, but any other Active Member not included in a Chapter thus represented shall be entitled to an individual vote. In case a Chapter has more than one delegate, the number of votes to which it is entitled shall be equally divided among the accredited delegates present and voting."

The recommendation of the Committee is that in the election of officers a proportional vote shall be mandatory and that under no circumstances shall the election be by individual vote of the Active Members present. There are two reasons for this recommendation: (1) Chapters located near the place where the Annual Meeting is held usually have a much larger proportion of their members present than do chapters situated at a distance. It would theoretically be possible for a large chapter located in or near the place where the Annual Meeting is held to "pack" the meeting and so

control the election of officers; and (2) the Annual Meeting is usually held in connection with one or more of the learned societies' meetings. At any one meeting, therefore, there is likely to be a very large preponderance of members representing some one or two fields of study. Nominees for the Council coming from these fields are more likely to be known to those present than are nominees from other fields of study. If it is known that proportional voting is mandatory, chapters will be more likely to instruct their delegates regarding their wishes than would be the case if the election were by the individual votes of Active Members present. For these reasons Committee O thinks a proportional vote should be mandatory rather than by the request of one-fifth of the Active Members in attendance at the Annual Meeting.

The necessary amendment will be found in Appendix I.

It may be added that the Committee has again carefully considered suggestions that the election of officers be by mail ballot. For reasons which have been fully presented in earlier reports the Committee does not believe a mail ballot advisable. While on its face a mail ballot may seem more democratic, a study of the experience of other national organizations similar in character as regards distribution of membership has convinced the Committee that in practice it does not permit adequate consultation and discussion of the merits of the nominees. Furthermore, experience of other organizations shows that only a small proportion of the members actually utilizes the mail ballot and that attempts to remedy this by sending out prepaid envelopes with the ballots add greatly to the expenses of the organization concerned.

II

The second amendment represents an attempt of Committee O to meet a situation about which there has been and is a considerable difference of opinion among the membership and which has received the careful consideration of the Council and the Committee for some time. It is concerned with the eligibility for Associate membership of administrative officers who are not teachers or investigators and hence are not eligible for election to membership. As the Constitution now stands, Active and Junior Members of the

Association who assume duties primarily administrative in character may, with the approval of the Council, be transferred to Associate membership, but non-members with similar duties are not eligible for election to any membership in the Association. Some of our members have expressed themselves as in favor of making the second group eligible for election to Associate membership. Others have emphatically opposed this suggestion. The matter was submitted to the chapters for an expression of opinion in a Chapter Letter under date of March 1, 1941. Out of 317 chapters, 90 made replies. Of these, 75 were in favor of the change. On the other hand, after thorough discussion by the Council, a majority of that body was opposed to the proposal.

An argument advanced in favor of making administrators eligible for election as Associate Members is that in this way the Association will do something to dispel the belief held by some that the American Association of University Professors is not cordial in its attitude toward administrators and that this lack of cordiality is shown by excluding them from membership. This belief is, of course, an unfounded one as is pointed out in the following excerpt from the report of this Committee to the Annual Meeting of the Association in 1936:

At the October Council meeting a member introduced a resolution that the Council take steps to make presidents as well as deans and other administrators eligible for Active membership in the Association. This resolution was referred by the Council to Committee O for consideration and report to the Annual Meeting. It is the judgment of the Committee that no change of this kind in the present qualifications for membership is advisable at this time. The Association is an organization for the formulation and expression of the opinion of those members of the staffs of universities and colleges who are primarily teachers and investigators rather than administrators. Deans who are also teachers are eligible, as well as heads of departments. The purely administrative officers already have organizations through which they can express their opinions. In expressing this view the Committee wishes to emphasize that the present form of organization of the Association is not based upon hostility to administrators but merely upon a belief that it is desirable to have an organization through which the opinion of those who are primarily teachers and investigators can be formulated and expressed. The Committee believes

that bringing in persons who are primarily administrators might well defeat its own end and tend to promote rather than decrease hostility to those in administrative positions.¹

Those who oppose the suggested change point out that, if administrators were generally eligible for election to Associate membership, embarrassment for some chapters would result. They believe that administrators not in sympathy with the Association could and would be elected to Associate membership and that, while technically as Associate Members they would not be eligible to attend chapter meetings without an invitation, it would be difficult for chapters not to invite them. In this way it is argued that some chapters might be prevented from functioning freely and effectively.

The Committee believes that this argument is valid and that these chapters, even though they constitute a minority, should be protected against this possible danger. The Committee has, therefore, reached the conclusion that a general amendment making college and university administrators eligible for election to Associate membership by the Committee on Admission of Members is probably undesirable. On the other hand, it seems to the Committee that provision should be made to admit to Associate membership persons holding positions primarily administrative or those who are otherwise not eligible for election to Active or Junior membership if these persons have demonstrated not only an interest in higher education but also a devotion to the ideals of our Association. The Committee accordingly recommends an amendment to the Constitution which will enable the Council of the Association to elect persons of the kind described to Associate membership. Associate Members so elected would have the same status in the Association as those who become Associate Members by transfer from Active or Junior membership at the time their work became primarily administrative.

As we all know, there are many college and university administrators who have demonstrated their belief in the ideals of our Association and especially in our principles of academic freedom and tenure. The Committee is of the opinion that it would serve

¹ See February, 1937 *Bulletin*, pp. 109-110.

a useful purpose if these persons could be elected to Associate membership in recognition of their services to higher education and their devotion to the ideals of the Association. The adoption of such an amendment might help correct the mistaken belief on the part of some that our Association is hostile to administrators as such. The provision for the election of Associate Members by the Council in accordance with the criteria indicated should minimize the risk of bringing into the membership of the Association administrative officers and others who may in fact be hostile to the Association.

Proposed Constitutional Amendments

Appendix I

Amend Article III, Section 3 as follows:

(1) In the first sentence strike out the words "by a majority vote of the Active Members present and voting at the Annual Meeting" and substitute the words "at the Annual Meeting by a proportional vote taken in the manner prescribed in Article X."

(2) Delete the whole of the third sentence of Section 3, which reads: "On the request of one-fifth of the Active Members present and voting a proportional vote shall be taken in the manner prescribed in Article X."

As amended Article III, Section 3 will read:

The President, the Vice-Presidents, and the elective members of the Council shall be elected at the Annual Meeting by a proportional vote taken in the manner prescribed in Article X. Where there are more than two nominees for any office, the vote for that office shall be taken in accordance with the "single transferable vote" system, *i. e.*, on each ballot the member or delegate casting it shall indicate his preference by the numbers 1, 2, 3, etc., before the names of the nominees for each office; and in case no nominee receives a majority of first choices, the ballots of whichever nominee for a particular office has the smallest number of first choices shall be distributed in accordance with the second choices indicated in each ballot; and thus the distribution of ballots for each office shall proceed until for each office one nominee secures a majority of the votes cast, whereupon such nominee shall be declared elected. The General Secretary and the Treasurer shall be

elected by the Council. The Council shall have power to remove the General Secretary or the Treasurer on charges or on one year's notice. The President, Vice-Presidents, and the retiring elective members of the Council shall not be eligible for immediate reelection to their respective offices. In case of a vacancy in the office of President, the First Vice-President shall succeed to the office. In case of a vacancy in any other office, the Council shall have power to fill it until the next Annual Meeting and such an appointee shall be eligible for continuance by election at that time.

Appendix II

Amend Article II, Section 4 of the Constitution, by adding the following sentence: "A person who has shown an interest in higher education and demonstrated his sympathy with the ideals of the Association may be elected by the Council to Associate membership."

The Section as amended will read:

Associate Members. Any member who ceases to be eligible for Active or Junior membership, because his work has become primarily administrative, may be transferred with the approval of the Council to Associate membership. A person who has shown an interest in higher education and demonstrated his sympathy with the ideals of the Association may be elected by the Council to Associate membership.

WALTER W. COOK (Law), Northwestern University, *Chairman*
WILLIAM M. HEPBURN (Law), University of Alabama
EDWARD C. KIRKLAND (History), Bowdoin College
KIRK H. PORTER (Political Science), State University of Iowa
FRANCIS J. TSCHAN (History), Pennsylvania State College

POLITICAL INTERFERENCE IN THE UNIVERSITY SYSTEM OF GEORGIA

In *The Richmond Times-Dispatch* of Sunday, August 17, 1941, there appeared an article under the caption "Angry Georgians Are Aroused by Talmadge's Tantrums," with a subtitle, "Attack on University System Provokes Wave of Resentment." The article, signed by "Atheneus," carried the following editorial headnote: "Because of his official status in the State of Georgia, the writer of this article, prepared at the request of *The Times-Dispatch*, prefers to remain anonymous."

The political situation described in this article has resulted in the dismissal of: Dr. Walter D. Cocking, Dean of the College of Education and Professor of Education at the University of Georgia; Dr. J. Curtis Dixon, Vice-Chancellor of the University System; Dr. Marvin S. Pittman, President of Georgia Teachers College; four members of the faculty of Georgia Teachers College; and three members of the staff of the Extension Service of the University of Georgia.

Professors Chester W. Destler and Leslie W. Johnson of Georgia Teachers College and Dean Cocking have requested the American Association of University Professors to intervene, and steps have been taken by the Association to determine the facts of each of the several dismissals to the end that appropriate action might be taken. The situation is also being investigated by the Southern Association of Colleges and Secondary Schools. Several other national associations interested in education have indicated their concern about the Georgia situation and have expressed a desire to be kept informed of developments by the investigating organizations and a wish to support whatever action the findings of these investigations may justify. The record indicates that, prior to these dismissals, charges were made only against Drs. Cocking and Pittman. The others were dismissed without charges and without a hearing. On the basis of the evidence now available to the Association, it would seem that irrespective of the truth or the validity of the charges brought against any of the dismissed persons, the procedure followed in terminating their services was lacking in due process and was arbitrary. Aside from the substantive issues in the several cases, such procedure is inimical to the welfare of higher education in Georgia and elsewhere and

should receive careful consideration by all who are interested in our educational institutions.

The article from *The Richmond Times-Dispatch* of August 17 is published to the end that the members of the Association may be informed in broad outline, at least, of the nature of the situation under investigation. The officers of the Association have been assured by a responsible educator in Georgia that the article is "substantially accurate" and that such inaccuracies as it contains are "of comparative immaterial consequence."

THE EDITOR

ATHENS, GA.—When Governor Eugene Talmadge suddenly fired two educators and established political dominance over the University of Georgia system, he startled this entire State.

Then, as they began to grasp the significance of what their Governor had done, the people became angered. Now they are aroused and determined to restore the integrity of the board of regents, redeem the university system from the political control under which it has fallen, and reclaim for education in Georgia its unique place among democratic institutions.

Talmadge is adept at provoking the indignation of large sections of people. But no act of his has ever aroused so much resentment as has his political excursion into the realm of education. He might just as well have attempted to dominate the Church. Because Education, with a capital E, has almost achieved sanctuary. And by his blundering, uncouth behavior toward the university, Talmadge has deeply shocked the sensibilities of the people. Almost he is guilty of sacrilege.

To understand how deeply the people have been moved by this latest adventure of the Governor of Georgia, one must appreciate their attitude toward their university, the oldest State-chartered institution in the United States, and toward education as the basis of free government.

One must also understand how, as a rule, the people have come to regard education as occupying a place second only to that of religion itself.

Georgia Press Awakens

Talmadge has actually attacked one of the people's citadels. Only he does not, of course, yet know it. None of his board of

regents, who are referred to recently as "Talmadge's trained seals," is yet aware of what has been done. They thought that the university, like any other department of government, was subject to the standards of the political spoils system.

Some of the Talmadge majority on the board, chafing under the steady bombardment of a resentful Georgia press, daily and weekly, metropolitan and rural, smarting under the bitter attacks directed at them, have become a little wary of following the leadership of Talmadge all the way down the line. But they are, a majority of them, still the king's men, although they have realized, or almost grasped, the enormity of the deed they helped commit when they joined with Talmadge to begin the university "purge." They are learning in what high esteem the people hold education, how high they place education in the realm of things they hold dearest and holiest. But they still have not learned enough.

The Talmadge assault upon the university system began two months ago, at the time of commencement here in Athens. The Governor had apparently "fixed" things to fire two officials of the system. One of them, Dr. W. D. Cocking, was dean of the School of Education. The other, Dr. Marvin S. Pittman, was president of a teachers' college in Statesboro, seat of one of the more prosperous rural Georgia counties. The scheme backfired, although the Governor seemingly had the way greased, when President Harmon W. Caldwell of the university sent the board, during a dinner recess, notice he would instantly resign if Dean Cocking was not given a hearing before being dismissed.

Issue of Hearing Won

The Caldwell ultimatum did not apply to President Pittman of Statesboro Teachers College, because that institution, although part of the university system, is separate from the university here in Athens. The Governor was nonplussed when the Caldwell bombshell burst. He had never heard of such a thing! It was his contention that a Governor should be privileged to "nip" a couple of professors, if he so wanted, without the interference of a university president. But Chairman Sandy Beaver, although a close personal and political friend of the Governor, took up the cudgels for the Caldwell ideal of how a university should be run, and, with

the aid of a few others on the board, managed to force through a vote calling for a hearing for Dean Cocking.

Talmadge was furious at the turn of affairs, but he had to bide his time, await the hearing, slated to take place in Atlanta at the State Capitol, two or three weeks later. He was not yet in control of the board of regents. Two or three of his erstwhile strong political and personal friends were on the board, but voted for the hearing, and against the Governor's wishes, which he characteristically and bombastically expressed in the stormy Athens regents' meeting. But he could not then get his way. He had to submit to a hearing for Dean Cocking and Dr. Pittman.

The hearing in Atlanta, lasting nearly all day, resulted in the retention of Dean Cocking. The vote was eight to seven, Talmadge losing. Here was a defeat which Talmadge could not countenance. He refused to regard it as anything but a political slap in the face. Characteristically, he set out to revamp the board of regents, so that he could try Dean Cocking again. So he could have his way and save his face politically.

New "Evidence" Claimed

Pittman, because the Cocking trial lasted so long, escaped the rack at the time Cocking was acquitted. He was to appear for trial later in the summer. After the acquittal and re-election of Cocking, Talmadge published an excuse to force the dean to trial a second time. He announced new "evidence" had been found. The original charge against Cocking was that he advocated teaching Negroes and white students in the same building, with the same teaching force and at the same time.

The charge against Cocking was made by a Mrs. Sylla Hamilton, one-time member of the faculty of the School of Education, of which Dr. Cocking was dean. Mrs. Hamilton said she heard Dean Cocking publicly espouse ideas of coracial education at a faculty meeting, although no one else at the faculty meeting remembered his having said anything resembling what Mrs. Hamilton attributed to him. The Hamilton charges were investigated by Chairman Beaver of the board of regents, Chancellor S. V. Sanford of the University of Georgia system, and President Caldwell, all of whom

testified there was nothing to them in fact. They exonerated Dean Cocking and recommended his re-election.

Talmadge was determined to "get" Cocking and Pittman. So, in order to have an excuse for retrying the dean, he announced he had new "evidence" against Dean Cocking. He then "fired" the chairman of the board of regents and the vice-chairman, Ormonde Hunter, a distinguished Savannah lawyer. Both refused to quit the board. Their positions were sustained by Attorney-General Ellis Arnall, and they both are still on the board, battling with the minority to save the university. They are not having much luck at present. But next year Georgia will probably defeat Talmadgeism, as it did in 1936, when Talmadge, still unbeaten in a State-wide political race, was far more formidable than he is today.

Played 'Possum

At this point it may well be asked "How did Talmadge get back into the Governor's chair?" In 1940, running for Governor for a third term, he played 'possum. He promised to be good. The people believed him. They elected him. They are sorry now.

Prior to the second and final trial of Cocking, Talmadge managed to shuffle the membership of the board of regents so as to obtain a majority. The shuffling deal involved the little matter of changing the records of the executive department of Georgia as to the length of term of one of the members Talmadge had fired, after appointing him earlier this year, because the member had voted against Talmadge in the first Cocking trial. Politics dictated the "changes" of the recorded copy of the commission issued to the regent, Miller R. Bell, Jr., of Milledgeville. Mr. Bell has a commission from Governor Talmadge, appointing him to the board of regents until 1947. The office of the board of regents has a similar copy of the commission. The Governor's "record" shows a different date: 1941, although Bell's copy and that of the regent's office bear the notarized certificate of the Governor's executive secretary. But that was before the Governor became angry with Regent Bell. The "change" just had to be made, Talmadge is said to have explained.

Regent Bell attempted to resist the Talmadge "ouster" order. He attended the meeting that was to give Dean Cocking a second

"hearing." Chairman Beaver ruled Bell was still a member of the board, but the Talmadge majority refused to seat him and received into membership the Governor's choice as Bell's successor, who voted right on all questions involving the Governor's political standing. Regent Bell says a court fight to obtain his restoration to the board is not worth making, considering the present make-up of its membership.

Second Trial a Farce

Dean Cocking's second trial was a farce. It was nearer to a farce comedy. It was so ludicrously unfair and unethical its comic aspects almost overshadowed the tragic consequences it might hold for the University of Georgia, and, far more serious, the character of Georgians themselves. The trials of Cocking and Pittman and the subsequent dismissal of a dozen other university system professors, all without recommendation of the chancellor, and Talmadge's seizure of the university system as a political province have not, of course, ruined the institution. But these deplorable events have endangered an ideal.

The faculty of the university system has diminished only an infinitesimal fraction, but an ideal has been ruthlessly attacked, probably not mortally, yet grievously damaged. When one considers that the respect for their institutions of education, which has been created in the people laboriously through the years, cannot be weakened without impairment of the people's character, if they consent to its destruction, what Talmadge has done can then begin to be understood.

Although it is the oldest State-chartered educational institution in the nation, for many years the University of Georgia was stagnant. Its physical plant remained, for more than a generation, pitifully inadequate and its sphere of usefulness was in keeping with its meager equipment. But within the last two decades its alumni succeeded in creating a new vision of activity for their alma mater.

Inspired by a new purpose, the university system doubled its physical plant, tripled its student body, developed an enlarged sphere of usefulness, and attained a rank in the educational world of which the State was beginning to show unbounded pride.

Regents Supplant Trustees

The board of regents, less than a decade ago, supplanted a cumbersome board of trustees. The regents adopted and, until Talmadge seized control, followed a policy of non-interference with the chancellor and heads of the institutions in the system, who operated it according to standards approved by the recognized educational accrediting associations. Chancellor Sanford and the young president of the university, Harmon W. Caldwell, since the Talmadge assault, are holding on, although all that they and their associates have created is threatened by Talmadgeism.

If Georgians can gird themselves to do battle at the polls next year, as they seem now to be doing, and if they can uproot Talmadgeism before it can become deeply embedded in the political fabric of the State, then they can hope for the repairment of the damage the Governor has done to their educational ideal. All then will be well. But if Georgians fail to destroy Talmadgeism, they then must suffer, for one knows not how long, the blight of this peculiarly American manifestation of Hitlerism.

The arrival of the day for the board of regents now, since the first hearing, under control of Talmadge, to hear charges against Cocking and Pittman, brought with it no hope in observers that these men would be given a fair trial, because the Governor had announced days ahead that they would be fired. One member of the board, a new selection by the Governor, went so far as to announce prior to the hearing that whatever the Governor desired would be granted him; that, in so far as he was concerned, the new member intended to go straight "down the line for 'Gene.'" That sentiment expressed the frame of mind of the Talmadge majority when the board assembled at the Capitol in Atlanta.

"Chip" Robert Involved

The Talmadge majority allowed one hour each to the prosecution and the defense in the trials of both Cocking and Pittman. Within three hours, it was over. The deed had been done, and the university system had passed from the control of trained educators into a political board dominated by the Governor.

After both Cocking and Pittman were beheaded, Regent L. W. (Chip) Robert, a contractor, read a resolution commending Gover-

nor Talmadge, which was immediately adopted by a majority vote, over the protests of the minority, still battling to preserve the integrity of the board. The resolution was prepared prior to the opening of the meeting which was to see the ouster of both Pittman and Cocking. It referred to their dismissal in the past tense.

The usual formality of appointing a committee to go out and prepare resolutions of commendation for the victor was dispensed with in the interest of time, the majority frankly declining to show that much deference to parliamentary practice, which was just as well, considering the arbitrary flavor of the entire proceedings. The resolution praised the Governor for having led in having Cocking and Pittman fired. He had done something noble by ridding the university system of two educators charged with favoring coracial education. Although originally the charge against Pittman was that he "played politics," the coracial idea had been applied to him some time between the first meeting of the board of regents at commencement time in Athens and the day of his dismissal. It seemed to have occurred to Talmadge that it would be a capital idea also to smear President Pittman with being an advocate of "social equality" among the races. Neither of the men was convicted of the charges, but the Governor's will had at last been done and he had established himself as the actual dictator of the university system.

Others Are Fired, Too

Since the ouster of Pittman and Cocking by the Talmadge-controlled board of regents, eight or ten more university system professors have been fired. In some instances the announcement of their dismissal was accompanied by the cause. In one case, the Governor said he had forgotten why the professor was fired. But it is said that one of them was fired because a Talmadge leader in the town where the college is located wanted him ousted. Another was dropped from the agricultural college faculty because he is said to have undervalued a herd of cattle, put up for auction by a Talmadge regent.

It has almost reached the point now where it is not deemed necessary to prefer charges against a faculty member in order to fire him. If he is against Talmadge, that's sufficient. It does not

make any difference whether the charge of lèse majesté is proved. It is necessary only that a Talmadge man, or woman, make the charge. That's sufficient. Off goes the head of the faculty member.

It is estimated that 90 per cent of the Georgia press is incensed over Talmadge's assault upon the university system. To many observers, this came as a distinct surprise.

But if they had taken the trouble ever to have appraised the degree of respect built up in the people for their educational institutions, or in education as a democratic institution, these observers then would not have been surprised at the indignant reaction of the press to the Talmadge political attack upon and seizure of the university system. And while it may truthfully be stated that education generally has attained sanctuary in this free, democratic country, and that those who attempt to capture its institutions for political purposes, or any unworthy purpose, are running the risk of angering the people and arousing them to instant resistance, the methods used by Talmadge to get "evidence" against Cocking and Pittman, similar to the methods of the Gestapo, were of such a character as to shock and anger the press and the people.

"Investigator" Employed

Talmadge sent an "investigator," one of his political employees, out into the State to get the "evidence" which he announced had been obtained against Cocking since the educator's acquittal at the first hearing. This "investigator," a former medicine show barker, consorted with all sorts of people, white and Negro, who are reported to have helped him get affidavits charging the educator with various offenses of a most repulsive nature.

The solicitor-general of the Athens circuit has in his possession sworn statements that Talmadge's "investigator" attempted to obtain faked "evidence" against Cocking, in one instance offering to pay an Athens photographer to superimpose the face of Dean Cocking on a photograph showing Negro draftees eating on a patriotic occasion with white officials of the local selective service board and State headquarters of selective service. This was to prove that Cocking favored social equality between the races.

The solicitor-general also has an affidavit that the Governor's "investigator" also employed night-riding, Ku-Klux tactics in trying to "frame" Dean Cocking. The newspapers exposed these tactics before the "hearing" which resulted in Cocking's ouster; so the Governor's new "evidence" was not presented by the prosecution. But the sordid activities of the Governor's "investigator" further shocked the people and aroused even in those who were unperturbed by Talmadge's assault upon the university system, resentment of the bitterest kind. And that is not all that has contributed to what comes near being a popular uprising against Talmadgeism.

In Hitler Pattern

The Governor's attempt to make the Negro a political issue, with him essaying the rôle of savior of white supremacy, has created an uneasy condition of affairs. It is in these later manifestations of Talmadgeism that an overwhelming majority of the Georgia press sees a great danger to democracy in Georgia. For Talmadge is faithfully adhering to the Hitler pattern and his goal seems to be nothing less than complete domination of the State. He tried that in his former terms as Governor, and, while he was overthrown in 1936, the people apparently forgot his Hitler-like tendencies and re-elected him last year after a four-year period of banishment. Several years ago, Talmadge publicly praised Hitler's "Mein Kampf." His political organ, *The Statesman*, is currently publishing articles on the race question which read as if they came from "Mein Kampf." In one of these *Statesman* articles, the following appeared:

"Neither astute lawyers with their technical jargon, nor learned college professors steeped in what they have been taught in tainted books, can escape this sharp dividing point—there has been a deliberate campaign to perform by a process of so-called 'education' the equalization of the black and white races."

The Governor and his political organ, *The Statesman*, are charging that the Rosenwald Fund and the Rockefeller Foundation, which have done much to help education in the South, are attempting, through their financial grants, to influence the South's attitude toward the Negro race, to bring about "social equality" through

the subtle influences of education. There is yet to be brought to light any conclusive evidence that the Governor's charges are true, but they are being repeatedly made. Hitler advised that the people would eventually believe a really big lie, if it were repeatedly told to them.

"Mein Kampf," like Talmadge's *Statesman*, outlined a racial superiority ideology, which became the basic "plank" in Hitler's platform when he set out to subjugate the German people to his will and political dominance. "Mein Kampf" says:

"From time to time it is demonstrated—in illustrated periodicals—that, here or there, a Negro has become a lawyer, teacher, even clergyman, or even a leading opera tenor. It does not dawn on this depraved bourgeois world that it is a criminal absurdity to train a born half-ape until one believes a lawyer has been made of him, while millions of members of the highest culture race have to remain in entirely unworthy positions."

To which *The Statesman* makes the following echo:

"All of these attempts aimed to do the impossible—in the hideous farce which has desperately attempted to declare the Negro to be what he is not and never can become—the legal peer and equal of the race which the Divine Hand ordained was his superior since the dawn of creation."

The Georgia press is making the people begin to wonder if they are witnessing in Talmadgeism the appearance here in one of the original of the Thirteen Colonies which helped establish American democracy, the authoritarian dictator type of government which has overrun all of Europe and seeks to rule the world.

Many people believe Talmadge has never ceased aspiring to dictatorship and that he contemplates methods of the late Louisiana Kingfish in climbing to supreme power in the South, where the race issue in the hands of an unconscionable manipulator can be used successfully to paralyze the emotion of good will toward one's fellowman.

Georgians are wondering if in *The Statesman*, Talmadge's personal organ, there is beginning to unfold a deliberate plan to goad the white people of Georgia, or at least large numbers of them, into an orgy of anti-racial fanaticism from which Talmadge and his group will emerge as rulers of the State.

Is it being plotted and planned by Talmadge and his followers to destroy the unity of the white race by injecting into part of the people the poisonous virus of race hatred so that race hatred can become the gospel which would impel thousands of unfortunate Georgians to submit to further domination by the leader and champion of "white supremacy?"

Contributors

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ACADEMIC FREEDOM AND TENURE

THE UNIVERSITY OF KANSAS CITY

In January and February, 1940 formal requests for an investigation by the American Association of University Professors into conditions of academic freedom and tenure and faculty-administration relations at The University of Kansas City were made by several members of the faculty including: J. W. C. Harper, C. DeWitt Norton, and Frank E. Hoecker. Professors Harper and Norton had been notified on January 20, 1939 that their services on the faculty of the University would terminate as of June, 1940. Professor Hoecker had been offered a contract for the academic year 1940-1941 which he thought might be interpreted to be a terminal arrangement. The other complainants charged arbitrary, autocratic, and unfair practices on the part of the administration of the University in its relations with the faculty.

Committee A on Academic Freedom and Tenure sought, by correspondence through the office of the General Secretary, to clarify the facts in reference to these several complaints and to bring about adjustments. These efforts were not successful and in May, 1940 an investigating committee, with the following personnel, was appointed to make a direct inquiry: Professors G. W. Martin (Botany), The State University of Iowa, Chairman; S. H. Bush (Romance Languages), The State University of Iowa; and H. W. Holt (Law), University of Illinois.

The Investigating Committee arrived in Kansas City on May 31, 1940 and continued its work through June 4. During these five days, the Committee conferred with the President of the University, Dr. Clarence R. Decker, with approximately three-fourths of the members of the faculty, several members of the Board of Trustees, a number of students, and other individuals who had information to give. At his suggestion, President Decker assisted in arranging interviews with various members of the faculty and with some of the trustees. President Decker's cooperation was

appreciated by the Committee in that it resulted in a considerable saving of time. This cooperation was not entirely satisfactory, however, in the case of one important witness. In the presence of President Decker, Dr. Glenn G. Bartle, Dean of the Lower College and Divisions, told the Committee that the witness in question had left town. The witness has subsequently informed the Committee that he was in Kansas City at the time and had taken particular care to inform the President's office where he was. He stated further that he was expecting to be called by the Committee. Those members of the Board of Trustees with whom the Committee conferred discussed the several cases and the total situation under investigation in a frank, objective, and courteous manner.

In accordance with the regular procedure of Committee A, a tentative draft of the report of the Investigating Committee was sent to President Decker and to each of the complainants for correction of possible factual errors. The report which follows is a revision of the Committee's tentative draft in the light of corrections received and additional information obtained by further inquiries.

II

Before reporting in reference to the specific complaints, the Committee wishes to speak briefly concerning the history of The University of Kansas City.

In the catalogue of the University for the academic year 1941-1942 there is this statement:

For more than fifty years previous to 1933 civic groups and community leaders sought to develop a university for Kansas City. In 1882 a University Medical College was established as part of a plan to build a complete institution of higher learning. A Memorial University was proposed by members of the Liberty Memorial Committee; a Municipal University was planned by others. For many years a university committee of the Chamber of Commerce made studies which led to the Educational Survey and Report published by the Kansas City Civic Research Institute in 1924.

The University of Kansas City was organized and formally incorporated in 1929 as a privately supported, non-denominational institution. In December, 1930 the University of Kansas City by

legal merger incorporated the Lincoln and Lee Memorial project which had been inaugurated in 1925.

Mr. Ernest Henry Newcomb was the organizer and Executive Secretary of the Lincoln and Lee University which had been established in 1925 by the Lincoln and Lee Memorial Project. He was one of those most responsible for the ultimate establishment of The University of Kansas City, and upon its opening in 1933 was named Executive Secretary and Business Manager.

Mr. Newcomb's previous experience included teaching and administrative work in primary and secondary schools and general educational work in the Y. M. C. A. and the Methodist Church. He was the organizer of the Missouri Methodist Foundation in 1919.

As Executive Secretary and Business Manager of The University of Kansas City, Mr. Newcomb performed important university administrative functions. His responsibility, however, was limited by the fact that much of the direct administrative authority was in the hands of a committee of the Board of Trustees acting to a considerable extent through Mr. Ernest E. Howard, then and still, Chairman of the Board.

Some faculty opposition to the administration of the University as conducted by Mr. Newcomb and the Board of Trustees arose during the first year. Several members of the Curriculum Committee of the Faculty were prominent in this opposition. When a report concerning the work of the Curriculum Committee appeared in a local newspaper before being submitted to the Board of Trustees, the Board became aroused at what it believed to be a plan to discredit its administration. As a result, the Board dismissed from the faculty of the University three of the five members of the Curriculum Committee. A student strike in protest against these dismissals followed, and there was considerable feeling against the administration. This incident marked the beginning of factionalism on the faculty which subsequently was characterized by considerable maneuvering for positions of control and influence.

The University of Kansas City began as a junior college, but by

1935 it offered a full four-year course in the Arts and Sciences leading to the B.A. degree.

With the establishment of the four-year college, the Trustees decided that the time had come to create the office of President and in the fall of 1935 they unanimously elected as first President Dr. J. Duncan Spaeth, who was about to retire from active service at Princeton University, where he had been a member of the English faculty since 1905. It was felt that Dr. Spaeth's long service at Princeton University and his experience as a visiting lecturer at the summer sessions of many western and midwestern universities qualified him particularly for the pioneering task of developing a Liberal Arts College as the first unit of a future University. Dr. Spaeth accepted a five-year appointment with the understanding that he was to have full authority as President and that he could count on the loyal cooperation of Mr. Newcomb, who was to be continued as Executive Secretary and Business Manager of the University. There is evidence that, because of the failure of the Board of Trustees of the University to define clearly the authority of President Spaeth and of Mr. Newcomb and because of Mr. Newcomb's unwillingness to give up powers and functions he had previously exercised, this cooperation was not forthcoming.

Though Dr. Spaeth did not take office until the autumn of 1936, he devoted most of the spring term of that year to the affairs of the University and immediately took over the responsibility of making additions to the teaching staff following consultation with the chairmen of the departments concerned and the Board's Committee on Education. There seems to be no question as to the qualifications of the members added to the faculty during his administration. All but two of them are still serving on the faculty and none of the present complainants belongs to this group.

President Spaeth invited faculty participation in the formulation of University policy concerning such matters as curriculum, methods of instruction, appointment, and dismissal of teachers. In the absence of an established working system of faculty committees, President Spaeth generally submitted matters upon which he wished faculty opinion to an informal meeting of departmental heads prior to the regular faculty meeting. He also initi-

ated the Advisory Council, elected by the Faculty, to which reference is later made.

The evidence also indicates that President Spaeth was interested in the economic welfare of the Faculty. With the support of Mr. Newcomb and the Board of Trustees, he succeeded in raising the level of faculty salaries in order to bring the salary scale into closer balance with the living cost in Kansas City. He was also instrumental in having inaugurated a retirement plan for the Faculty.

Before Dr. Spaeth came to the University, application had been made to the North Central Association of Colleges and Secondary Schools for accreditation. Representatives of that Association visited the campus in the spring of 1937. They approved the educational standards of the University, but criticized its administrative set-up, especially the unsatisfactory division of authority between the President and the Executive Secretary. As a result of the report made by this Committee, the request of the University for accreditation was denied on the ground that it was premature and that the President should first remedy the administrative conflict and meet the Association's standards of University administration.

The failure to secure accreditation created some student unrest which the evidence indicates may have been fostered by elements hostile to Mr. Newcomb. There developed an anti-Newcomb faction in the University and in the city which sought Mr. Newcomb's dismissal. Dr. Spaeth states that, as a result of his refusal to countenance criticism of Mr. Newcomb or to recommend his dismissal, he came to be included in the criticism directed at Mr. Newcomb.

In April, 1937 an anonymous "Open Letter to the Board of Trustees" attacking Mr. Newcomb, and less directly President Spaeth, was widely circulated. The Investigating Committee has evidence that the subject matter of this letter was discussed by a group of students who were accustomed to meet with Dr. Decker, who at that time was a teacher of English and in charge of that department. There is evidence that Dr. Decker was often present at meetings of students called for the purpose of formulating protests concerning alleged shortcomings of the administration of the

University and that some of the phrases incorporated in the "Open Letter to the Board of Trustees" were suggested by Dr. Decker. A second anonymous letter attacking both President Spaeth and Mr. Newcomb was circulated in the fall of 1937.

In April, 1937 President Spaeth without previous announcement requested the faculty to elect members to an advisory council to assist him. This action was a part of his plan to provide for an expression of faculty interest in administrative problems. He suggested that one person be elected for each of the following fields: Humanities, Social Sciences, Physical Sciences, and Biological Sciences. The following were elected to the Advisory Council: Messrs. Decker, Trimble, Bartle, and Stone, representing these respective fields. Some members of the faculty testified to the Investigating Committee that President Spaeth's proposal to create the Advisory Council was known to Dr. Decker and some others in advance of the meeting and that the election to the first Council may have been manipulated. It is definitely known that one member of the faculty regarded as a close associate of Dr. Decker did have advance knowledge of the proposal and acted in accordance with that knowledge. Membership in this Council placed Dr. Decker in a position of prominence.

In January, 1938, following a severe illness, Dr. Spaeth relinquished his executive duties and Dr. Decker was made Executive Vice-President with administrative authority. At this time, Mr. Newcomb was removed as Executive Secretary and was offered the position of Field Secretary which he declined. In June, 1938 Dr. Decker was elected President of the University and Dr. Spaeth was made President Emeritus.

When Dr. Decker was elected to the Presidency of the University, there seems to have been a general feeling that the administration of the University would be improved due to the fact that there was centralization of powers and responsibilities. The attitude on the campus became one of hopefulness in part due to the accreditation of the University by the North Central Association of Colleges and Secondary Schools in the spring of 1938. A number of members of the faculty testified to the Committee that it was at this time that they first became hopeful about the future of the University and their relations to it.

From the beginning of the University, faculty appointments had been on a yearly basis. One of the contracts offered to a member of the faculty in 1934, typical of the faculty contracts then offered, contained the following paragraph: "While it is the intention of the Board of Trustees to employ for positions on the faculty only those whom it hopes will contribute services worthy of long tenure, it is mutually understood that this agreement does not imply a longer tenure than the one year specified. You are also advised of the pioneer conditions and spirit which of necessity must obtain during the formative years of the University." Other faculty contracts differed somewhat in actual wording, but there seems to have been a general understanding that the formal obligation of the University to the faculty was limited to one-year appointments. Nevertheless, many members of the faculty were regularly reappointed. Nine members of the present faculty have served continuously since 1933 and 10 since 1934. Testimony was given to the Committee that Mr. Newcomb gave oral assurances to many new faculty appointees that no one who performed his duty satisfactorily need fear that he would not be reappointed. The Chairman of the Board of Trustees told the Committee that Mr. Newcomb in making such a statement had exceeded his authority. The regular reappointment of faculty members, however, created an expectation of continuous tenure and failure to renew contracts in several instances was regarded by the members of the faculty as dismissals.

Under the circumstances, the Committee is of the opinion that it was natural for the members of the faculty to believe that the attitude of the Board of Trustees toward academic tenure merely indicated caution on its part due to the financial uncertainty of the institution and that there was, in fact, a reasonable expectation of continuous tenure. In this connection, it should be pointed out that Mr. Newcomb's relation to the members of the faculty of The University of Kansas City was essentially that of a president or dean, and it was quite natural and wholly reasonable that members of the faculty should feel that in his dealings with them he was speaking with the authorization of the Board of Trustees.

During 1933-1938 academic ranks were not recognized in the University. There were administrative heads of departments,

but all were merely teachers. From the beginning there was a desire on the part of the faculty for the adoption of a system of faculty ranks. This was accomplished during the academic year 1937-1938, following a survey made by Deans E. B. Stouffer and Paul B. Lawson of The University of Kansas. This survey involved a careful checking of the academic record of each member of the faculty and a personal interview with each teacher. A secret vote was taken in faculty meeting on the success of each member of the faculty as a teacher and on his value to the University in so far as the individual members of the faculty felt competent to judge. This faculty vote has been the subject of much criticism. Many faculty members in discussing it with the Investigating Committee referred to it as a "popularity contest." The results of this faculty vote were not given to the Investigating Committee.

Following these procedures, President Decker and Dean Bartle, who had been a member of the faculty and had recently been appointed Dean of the Lower College and Divisions by President Decker, went to Lawrence, Kansas, and conferred with Deans Stouffer and Lawson, taking with them an administrative evaluation of the faculty of The University of Kansas City as worked out by them in conjunction with O. G. Sanford, Associate Professor of Education, and Clyde E. Evans, Associate Professor of Education and Registrar of the University. Following their conference with Deans Stouffer and Lawson, President Decker and Dean Bartle prepared a report which was subsequently adopted by the Board of Trustees of The University of Kansas City without change. This action resulted in nine members of the faculty of the University being designated associate professors; fifteen, including Messrs. Harper and Norton, as assistant professors; and the remainder as instructors. A number of faculty members, not all in the upper ranks, testified to the Committee that the ratings as finally announced were in their opinion substantially just and about as fairly awarded as was to be expected. There was, however, much individual dissatisfaction. Some heads of departments had expected to be named full professors. Most of these were made assistant professors. At this time assurances were officially given that tenure for members of the faculty of the two professorial

ranks created was to be for two years. Nevertheless, the system of yearly contracts continued.

III

This section deals with the Committee's findings in reference to the several complainants.

1. Professor J. W. C. Harper (B.S., 1922, A.M., 1927, University of Missouri) joined the faculty of The University of Kansas City in 1933 as Head of the Department of Economics. Previously he had taught at the University of Illinois as an instructor; at Grinnell College as an assistant professor and acting head of the Department of Business Administration, to fill a vacancy caused by a leave of absence; at New Mexico State College as a professor; and at Franklin College as an associate professor. He left Franklin College at the end of his second year to accept the position at The University of Kansas City. His salary at The University of Kansas City was raised from \$2250 to \$2900, but it was reduced to \$2800 with the first contract signed by President Decker. When faculty rankings were assigned at The University of Kansas City in 1938, Mr. Harper was named an assistant professor. He indicated to the Committee that, in view of his experience and long service as Head of the Department of Economics—a relatively large department in the University—he felt he was entitled to at least an associate professorship, the highest rank assigned at that time. The reason given by the administration for not assigning Mr. Harper to an associate professorship was the fact that he did not have a Ph.D. degree. In this connection, it should be noted that during his years of service at The University of Kansas City, he made substantial progress toward the completion of his thesis for the Ph.D. degree at the University of Chicago, but when the Committee interviewed him he was unable to say how long it might take him to complete this work.

President Decker and Dean Bartle stated to the Committee that Professor Harper's work as a teacher had been unsatisfactory, and, since it was intended that all faculty members after a certain term of service in the University should be placed on permanent

tenure, it was necessary to drop those who did not measure up to the desired standards. At no time, however, were any charges of unsatisfactory work mentioned to Professor Harper either before, at the time of, or after his dismissal. Therefore, the Committee did not attempt to come to a judgment on this point. The Committee was definitely of the opinion that these charges should have been made and Professor Harper given an opportunity to refute them in a bona fide hearing before any action was taken concerning the termination of his services. Professor Harper had been permitted to appear before the Committee on Education of the Board of Trustees on December 3, 1939 to speak in his own behalf, but he was presented with no charges and no evidence of any professional incompetence. It cannot be claimed that such a proceeding constituted more than a formality. Professor Harper's case rests upon the fact that he had long teaching experience before he came to The University of Kansas City, that his contract with the University had been renewed for five years successively after he came there, and that during that time he had been given substantial increases in salary. It is the opinion of the Committee that the dismissal of Professor Harper was unjust, was essentially arbitrary, and was not in accordance with good academic practice.

2. Professor C. DeWitt Norton (B.S., 1930, M.A., 1933, Northwestern University) came to The University of Kansas City in 1933 to take charge of the work in psychology. Previously he had held responsible administrative positions in connection with the educational work of the Y. M. C. A. While with the Cincinnati Y. M. C. A. he taught psychology and lectured before the American Institute of Banking. While with the Y. M. C. A. of Northwestern University, he was also a vocational and religious counsellor for University students. In September, 1933 he enrolled as a student in Northwestern University to continue his graduate work for the doctor's degree. Early in that month he received the offer of the position at The University of Kansas City, which he accepted after consultation with several Northwestern University professors and some Y. M. C. A. executives.

Professor Norton was a member of the Curriculum Committee during the first year of the University. As indicated earlier in

this report, premature publication of a report of the Curriculum Committee greatly disturbed the Board of Trustees. At this juncture, Mr. William B. Henderson, a member of the Board of Trustees, approached Professor Norton and suggested that he secure faculty signatures to a statement expressing confidence in the trustees. After conferring with several of his colleagues, Professor Norton proceeded to comply with Mr. Henderson's request and got 11 of the 17 members of the faculty to sign. Because of some faculty opposition to the idea, the matter of the petition was dropped. This action on Mr. Norton's part seems to have aroused strong resentment on the part of some of his colleagues. The incident seems trivial, but the evidence leads the Committee to the conclusion that much of the unfavorable attitude toward Professor Norton is probably associated with it.

When Professor Norton's contract with The University of Kansas City was renewed at the end of the academic year 1933-1934, he received a salary increase. In notifying Mr. Norton and others of the renewal of their contracts, Mr. Newcomb made the following statement in the transmittal letters: "The Board of Trustees feels that the University has made commendable progress during its first year and that in no small measure this has been due to your faithfulness and cooperation." Professor Norton's contracts were renewed regularly until Dr. Decker became President. He was named Assistant Professor of Psychology in 1938. On January 30, 1939 he was informed in writing by President Decker that he should take immediate steps to arrange for other affiliations beginning with the academic year 1940-1941. The contract which he subsequently received for the academic year 1939-1940 contained a stipulation that the University expected him to receive a Ph.D. degree before the opening of the academic year 1940-1941.

During his five years of service on the faculty of The University of Kansas City, Professor Norton had completed his residence requirement for the Ph.D. degree at Northwestern University, but had not yet met the language requirements nor had he made sufficient progress on a thesis so as to make the requirement indicated in the last contract possible of fulfillment. In this connection, Professor Norton told the Committee that when he joined the faculty of the University Mr. Newcomb told him that his par-

ticular background was of much more value to the University than the possession of a Ph.D. degree and that he had been selected in preference to several other psychologists with Ph.D. degrees.

Administrative spokesmen stated to the Committee that Professor Norton had been an unsatisfactory teacher, but the record shows that this was not the reason given to him for his dismissal. While the Committee received some testimony concerning Professor Norton's work as a teacher, as in the case of Professor Harper, it did not attempt to judge of his competence.

While Professor Norton's length of service in the academic profession may not technically have created a presumption of permanent tenure, there is no doubt that there was a real basis for his expectation of continuous tenure at The University of Kansas City. This expectation was encouraged by the regular renewal of his contract without any question concerning his competence and with occasional increases in salary accompanied by words of assurance and appreciation. The Committee is of the belief that, in view of all the factors in the situation, the dismissal of Professor Norton indicates a disregard of good academic practice.

3. Professor Frank E. Hoecker (A.B., 1930, College of Emporia; M.A., 1932, Ph.D., 1935, University of Kansas) was appointed to the faculty of The University of Kansas City in 1934 to take charge of the work in physics. When ranks were assigned in 1938, he was named Assistant Professor. The general opinion of his colleagues is that he is a man of high attainment in his field and possesses real ability in research. The administration indicated that Professor Hoecker's teaching of elementary classes evoked some criticism in his earlier years at the University but not during recent years.

In 1939 Professor Hoecker had a disagreement with President Decker concerning some plans for the department. Professor Hoecker states that at a conference with President Decker and Dean Bartle in March he was threatened with dismissal. He states that he requested notice in writing. Shortly thereafter, under date of March 28, 1939, he received the following letter from President Decker:

Last year Dean Bartle and I discussed with you your relations with the University and suggested that you might be happier in

your future work if you took steps to affiliate with some other institution or organization. This afternoon we have further discussed the matter with you and informed you that the administration is not prepared to offer you advancement in salary or rank beyond what you at present have, nor are we able now to commit ourselves to recommending indefinite tenure for you at the expiration of your six year term. We feel it only fair to you to notify you seventeen months in advance of the expiration of your six year service in the belief that you will want to take steps to arrange for other affiliations.

Professor Hoecker under date of March 30 replied as follows:

In the interests of verity, I wish to deny the statement in your letter of March 28, 1939 that

"Last year Dean Bartle and I . . . suggested that you might be happier in your future work if you took steps to affiliate with some other institution or organization."

I wish to make clear that at no time prior to March 28, 1939 did you or Dr. Bartle make such a suggestion to me.

I am assured of Dr. Bartle's corroboration of my statement.

This action on the part of President Decker in reference to Professor Hoecker greatly disturbed the faculty. A poll of the faculty at an informal meeting or caucus attended by nearly all the members, followed by a canvass of those not present, resulted in a vote of 41 to 1 favoring a protest to the Board of Trustees. This protest resulted in formal action by both the Administrative Council of the University and by a committee of the Board of Trustees, evidenced in the following letter to Professor Hoecker dated April 13, 1939 from B. F. Boyer, Secretary of the Administrative Council:

At the request of the Administrative Council, I forward you herewith the following excerpt from its proceedings.

"The University Council at its regular meeting on April 12, 1939 discussed in detail a situation arising out of a conference held on March 28 by President Clarence R. Decker, Dean Glenn G. Bartle, and Dr. Frank E. Hoecker, relative to Dr. Hoecker's future relations with the University.

"The result of that conference has been, we believe, interpreted by many faculty members as an arbitrary action implying the dismissal of Dr. Hoecker from the faculty. The President and the

Dean both interpret the result simply as a warning to Dr. Hoecker and have assured the Council that Dr. Hoecker's as any other faculty member's relations with the University subsequent to the academic year 1939-1940 will be fully discussed by the Council and approved by the Board of Trustees before any final action is taken—a procedure established last January, which, excepting extraordinary cases, implies a minimum of 12 months' tenure after final notice. The same interpretation has been placed on the matter by the Committee on Education of the Board of Trustees, as stated in the attached letter from Mr. E. E. Howard, Chairman of the Board of Trustees.

"The Council believes this assurance is sufficient to clarify the situation and to protect the principles of sound academic procedure to which the University is committed. It instructs its secretary to send a copy of this memorandum to Dr. Hoecker and to present it to the faculty at a forthcoming informal meeting."

Despite the assurances given Professor Hoecker and the faculty in April, 1939, there was incorporated in Professor Hoecker's contract for the academic year 1940-1941, which he received in January, 1940, the following clause:

In offering you this appointment for the academic year 1940-1941, the University wishes to notify you that this contract for your seventh year of service at the University does not imply "indefinite tenure." Nor is this contract to be interpreted as a terminal contract, but as a postponement for one year of the determination of your future relations with the University.

Professor Hoecker was of the opinion that this "clause" in the contract might have been used as a justification for refusal to continue his services at its expiration. The Investigating Committee, however, has been assured by President Decker that no further dismissals from the faculty of The University of Kansas City were contemplated.

IV

As indicated earlier in this report, The University of Kansas City has been in operation since 1933, and has been an accredited institution only since 1938. Because of its precarious financial

condition and its faulty administrative system during its early years, it is difficult to judge it by the standards which are applied to more firmly established institutions.

It is the contention of President Decker that his principal task has been to unify the faculty, to establish standards, and to formulate permanent policies for the University, including policies governing academic tenure. He contends that in the performance of this task it was necessary to dismiss some members of the faculty who did not measure up to the standards which he sought to establish.

To give to The University of Kansas City in 1938 the kind of administration the circumstances demanded would have required of any executive both tact and impartiality. Because of President Decker's and Dean Bartle's associations on the faculty during the stressful years referred to in this report, they began their administrative work with definite psychological handicaps as regards faculty-administration relations which doubtless made it difficult for them to deal with the matter of tenure as objectively as the gravity and importance of this subject demand. Their administration thus far has caused many to believe that it is lacking in impartiality and that at times it has been definitely arbitrary. The Committee shares this belief.

In this connection it is pertinent to note Dr. Decker's attitude toward the Advisory Council. When he became President of the University and Dr. Bartle was appointed Dean, two vacancies were created on the Advisory Council. Dr. Decker filled these two vacancies by appointment rather than by election. This action was viewed with disfavor by most of the members of the faculty, and the testimony indicates that the feeling of confidence in the Council which had prevailed during President Spaeth's administration was greatly lessened. As justification of his policy of appointing rather than electing members of the Council, Dr. Decker explained that the appointments were considered to be merely for an ad interim period pending the adoption of a university constitution. He stated that on January 31, 1939 he had brought up in a Council meeting the matter of having the members elected the following fall, but that the members had decided unanimously to continue the present membership until

the new charter should be effective. The extent to which the Advisory Council has represented the faculty is open to considerable question. The consensus of the testimony presented to the Committee was that faculty representation through the Council as then constituted was inadequate.

On June 9, 1940 the Board of Trustees of the University approved: (1) A new charter and by-laws for the University Corporation, and (2) a statement of governing practices of the University. The latter includes regulations governing the faculty. These regulations provide for the election by the faculty of four of the members of the President's Advisory Council. All of the Deans of the University are made non-elective members of this body. The new regulations recognize the principle of continuous tenure and provide for a hearing before the President's Advisory Council and the Executive Committee of the Board of Trustees precedent to the termination of the services of a member of the faculty. They do not, however, provide for the presentation of charges in advance of a hearing nor do they require that a stenographic record of the proceedings be kept and made available to the teacher concerned. The granting of continuous tenure is conditioned upon eight years' service at the University. A teacher's experience at other institutions is not recognized. In these and in other essential details, the present regulations governing the faculty of The University of Kansas City fall short of the requirements of good academic practice.

S. H. BUSH

H. W. HOLT

G. W. MARTIN, *Chairman*

Approved for publication by Committee A on Academic Freedom and Tenure.¹

W. T. LAPRADE, *Chairman*

¹ For personnel of the Committee, see p. 517.

ADELPHI COLLEGE

On December 29, 1939, five heads of departments on the faculty of Adelphi College were sent written notices that they would not be reappointed for the academic year 1940-1941. Shortly thereafter the Adelphi College chapter of the American Association of University Professors and several of the dismissed teachers requested an investigation by the Association's Committee A on Academic Freedom and Tenure. Subsequent efforts on the part of the Association to secure mutually satisfactory adjustments failed. In May, 1940 the Association appointed a special investigating committee consisting of Professors Walther I. Brandt (History), The City College (New York), Chairman; Jewell Hughes Bushey (Mathematics), Hunter College; and Edwin W. Patterson (Law), Columbia University.

The Investigating Committee interviewed Paul Dawson Eddy, President of the College, the several complainants, other members of the faculty, and Miss Edwiene Schmitt, a member of the Board of Trustees of the College, at various times between May 23 and October 17, 1940. Other relevant information was secured by the Committee through supplementary correspondence. The Committee was at all times cordially received, and its requests for interviews and documentary materials met with ready response.

At the close of its inquiry, the Investigating Committee prepared a tentative draft of a report, which, pursuant to the Association's regular procedure, was sent to President Eddy and to the complainants for correction of possible factual errors. Upon receipt of the corrections and comments requested of President Eddy and the complainants, the Investigating Committee made a careful revision of its tentative draft and filed a detailed report with the General Secretary of the Association. The report which follows, based on the findings of the Investigating Committee and on other information obtained by supplementary investigatory correspondence, was prepared by Committee A.

II

Adelphi College, an outgrowth of the older Adelphi Academy founded in 1863, was incorporated in 1896 as a Liberal Arts College. It was originally co-educational but in 1912 the admission of men was greatly restricted, and in 1917 the institution became exclusively a women's college. First located in Brooklyn, the College disposed of its Brooklyn holdings in 1929 and moved to a larger campus in Garden City, Long Island. The new land and buildings cost more than \$2,000,000. To finance part of the building program, the College in 1930 borrowed \$1,000,000 on mortgage. At this time the financial status of the College was excellent, annual receipts exceeding expenditures. The enrollment of students declined from 652 in 1928-1929 to 354 in 1935-1936, and concurrently the income from invested funds declined by 40%. Expenses began to exceed receipts, bank loans were obtained and hitherto unpledged assets given as security. Faculty salaries were reduced, and payment of salaries was occasionally delayed. While a few members of the faculty resigned to accept positions elsewhere, most members continued their service with the College.

In 1937 President Blodgett of Adelphi College retired after an incumbency of 22 years. A faculty committee of Professors Thompson, Mohl, C. R. Hall, and Grove participated with the Trustees in the search for a successor, and recommended certain individuals with reputation in the academic world. None of these persons accepted. The Trustees then approached Mr. Paul Dawson Eddy, Director of the International Council of Religious Education, in which position he had gained a reputation for successful raising of funds. After a personal interview with Mr. Eddy, the faculty committee unanimously approved him. He consented to accept the position, was duly appointed, and entered upon his duties during the summer of 1937.

President Eddy is a graduate of the University of Pennsylvania, having received the B.A. degree in 1921 and subsequently the M.A. degree. In 1924 he received the degree of Bachelor of Divinity from Crozier Theological Seminary. From 1924 to 1929 he was Associate General Secretary of the Christian Association in the University of Pennsylvania, leaving to become Director of

the Wesley Foundation in Philadelphia. Previous to his appointment as President of Adelphi College he had had little administrative experience in higher education.

As indicated above, President Eddy faced an urgent financial problem, with which he grappled in several ways. Since his appointment there have been many changes in the Board of Trustees. Of eighteen members listed in the catalogue for 1939-1940, only four were on the Board in 1937. While the Board is a self-perpetuating body, several of the new members owe their appointments to President Eddy, who thus strove to enlist the interest and support of prominent individuals in the territory from which Adelphi draws its students. As the small endowment had diminished after 1929, the College's chief source of income consisted of tuition and incidental student fees. In addition to seeking funds the President sought to build up enrollment. He began with liberal grants of scholarships, and attendance increased to 412 by December, 1937. Income did not rise proportionately and a less liberal scholarship policy has been followed since 1937-1938. President Eddy also endeavored to attract students by laying more stress upon vocational subjects already in the curriculum, such as Business Administration, and by introducing or expanding other subjects, such as the Fine Arts, Music, and the Dance. Five part-time "associates" were secured to give instruction in the Dance, and a like number was added to the Music staff.

The faculty, exclusive of the new members thus added, seems at first to have shown neither marked enthusiasm for nor marked opposition to the new courses. The innovations, however, involved something beyond an effort to solve the financial problem. They reflected an educational policy. President Eddy told the Committee that when he came he found the College curriculum "out of balance" and acted to establish a "more vital educational program." Faculty opposition to the changes developed when it appeared that the new courses were not producing the expected revenue, and was expressed in the Faculty Committee on Instruction. Dr. Mosher, one of the department heads later dismissed, was a member of this Committee. Dr. Thompson, another of these department heads, objected to a proposed relationship with New College of Columbia University.

In a memorandum to the faculty and administrative staffs, dated August 25, 1939, President Eddy stated:

The President has no desire to superimpose his own philosophy (of education). He frankly expects to work in the direction of Progressive Education. He honors and respects the position and practice of those who are rendering valuable service as measured by the Standards of their Philosophy of Education.

May I repeat a statement made to the Faculty last Spring to the effect that it is the conviction of the President that it is desirable to offer our students experience under good instructors whose teaching may be described as "traditional," "content-centered" or "authoritarian" and under instructors whose teaching may be described as "progressive," "experience-centered" or the expression of the Pragmatic Philosophy. I suspect that there are some areas of learning which lend themselves more readily to the Progressive approach than others. No member of the Faculty need feel any insecurity or pressure if he is doing a satisfactory piece of work measured by standards of the School of Philosophy which he represents. We do not expect an Instructor to assume an attitude of "superiority" just because he is interested and experimenting with more Progressive methods, nor do we expect the Traditionalist to seek to obstruct the sincere experimental efforts in the direction of Progressive Education.

In the same memorandum President Eddy quotes Dr. Walter Jessup of the Carnegie Foundation as asking him:

Why should Adelphi be saved? What is its unique or distinctive contribution in the field of Higher Education? What do you have to offer that cannot be secured elsewhere? Why do you advise a student to go to Adelphi? What needs are you meeting which would not be met if you ceased to exist?

President Eddy in the same memorandum mentions the expensive physical plant of the College, particularly the \$500,000 gymnasium, suggesting that the plant cannot be maintained with the present enrollment and limited use. He next poses the following question, among others:

Can Adelphi continue its present type of College and expect to enroll a sufficient number of students from Long Island and

Brooklyn to support and maintain the Physical Plant and a strong faculty?

After discussing such matters as the type of student body attending Adelphi, a possible reversion to co-education, etc., he states:

It is my feeling that the constituency which we are now serving and which we are likely to serve in the future requires that we blend in one harmonious educational experience the Liberal Arts and Vocational elements in the educational experience. To me this is not an impossible task. We should determine the pre-professional and vocational fields in which we propose to become eminent.

He then lists the vocations to be included in plans for the future: (1) Teaching; (2) Pre-Medical; (3) Pre-Legal; (4) Business Administration; (5) Medical Assistants; (6) Social Workers; (7) Home Building and Marriage. Then he adds:

What fields do you think should be eliminated from the above list? What would you add? Do you agree that, *within limits*, we should seek to relate Vocational preparation to the Academic and Cultural fields? Or do you feel that Adelphi should become a strictly Arts and Science College or primarily a Vocational College?

It will be seen from the quotations above that President Eddy was very properly raising questions about the future curriculum policy of the College. These questions, and his emphasis upon new subjects, such as the Dance and Music, caused some of the faculty members of long service to the College, whose subjects were in the field of Liberal Arts, to fear that he intended to change the character of the College at the expense of the Liberal Arts curriculum. On the other hand, President Eddy felt that, because of the serious financial situation of the College and its need for a larger income from tuition, the revision of the curriculum and the financial problems were inseparable.

Differences of opinion arose between the President and the faculty on matters of academic procedure. In 1933 the faculty

had adopted a constitution to govern its organization and procedure. According to this constitution the only administrative officers recognized as voting members of the faculty were the President, the Dean, the Registrar, and the Librarian. The Board of Trustees never adopted this constitution, and President Eddy took the position that it did not bind him. He announced a preference for democratic procedure in faculty meetings, interpreting such procedure to include admission of members of the administrative and clerical staffs. In the August 25 memorandum previously referred to, the President said:

The College as a teaching institution seems to require an Administrative Staff with definite teaching responsibility and an Instructional Staff with definite Administrative responsibilities. It is therefore proposed, in so far as possible, that each member of the Administrative Staff will do some teaching each year in order to maintain the instructors' point of view and each member of the Instructional Staff shall share in some Administrative task. This plan will contribute to the unity of the College and the mutual understanding of the total task.

Voting in faculty meetings seems to have been rather informal at times. There is adequate evidence that members of the clerical and administrative staffs occasionally voted. Faculty members protested this practice, and it was entirely, or almost entirely, discontinued.

During President Blodgett's administration the faculty did not have definite written contracts or written evidence of continuous tenure; yet, generally speaking, they felt secure in their positions. After the coming of President Eddy, the Faculty Advisory Council petitioned the Board for some form of contract; on July 19, 1938, the Board complied by providing that all members of the instructional staff, irrespective of rank or length of service, were henceforth to be on annual contracts, renewable each year.

At a later date (document undated) the faculty and administration cooperated in drawing up a Statement of Personnel Standards, Policies and Procedures, which *inter alia* embodies some of the tenure standards of the American Association of University Professors. This Statement was adopted by the faculty, but was

never voted upon by the Board of Trustees; therefore, President Eddy considered that he was not bound by its provisions. Nevertheless, in matters within their jurisdiction, the faculty generally acted in accordance with its provisions. During the controversy over the dismissals, both the administration and faculty members cited this Statement in their support. As the administration did not purport to act in accordance with the Statement, it is significant mainly as indicating another ground of disagreement between President Eddy and the faculty.

President Eddy repeatedly, both in writing and orally, invited the faculty to give full and frank expression to their ideas, whether or not in agreement with his own. Nevertheless, the Committee finds that he did not take kindly to suggestions in opposition to his views. Some faculty members came to believe that he was quite unyielding. Some came to believe that expression of opposition to administration policies would lead to dismissal or a similar penalty. Not having interviewed all members of the faculty, the Investigating Committee did not determine how widespread was this feeling. One faculty member felt that the President was a sorely tried man, whose patience sometimes gave out. Another, who resigned voluntarily in the summer of 1940, wrote the Trustees that faculty members did not feel free to express opinions on educational matters in opposition to President Eddy's policies.

With relations between the faculty and the administration in the condition outlined above, the financial problem of Adelphi College came to a crisis toward the end of 1939. Foreclosure proceedings had been commenced against the College in November, 1937. This action led to reorganization under the provisions of the bankruptcy act, with postponement of mortgage maturity to 1947 and scaling down of the rate of interest. Operating with a continuous deficit, the College defaulted payment of the reduced interest in June, 1939. Although the bankruptcy court granted a postponement of this payment, it announced that the financial condition of the College would be reviewed in the coming December. Matters grew worse instead of better during the late autumn. President Eddy's lawyer privately advised him to give up. In the Christmas holidays payment of an outstanding \$20,000 bank loan was requested in February, 1940. December salaries were

met with the aid of a temporary loan of \$10,000 from another bank.

Many of the faculty did not seem to realize how serious the situation was, despite the fact that President Eddy transmitted to them in December, 1939 the official balance sheet of the College and other information relative to the College finances. Their failure to realize the full truth was probably owing in part to the fact that to them financial difficulties were an old story, and that President Eddy frequently spoke of plans for expansion, such as new departments and a new \$300,000 dormitory; he had also granted to Professors Mosher and Thompson salary increases of more than 8% as late as the fall of 1939. His letter to Professor Thompson, dated July 1, 1939, had included the statement:

It is the hope and expectation of this administration that the College will be able to provide a sense of financial security for all qualified members of the faculty during the next year and thereafter.

President Eddy contends that the salary increases mentioned above were slight and *pro forma*, made in order to bring the salaries of these professors up to the general scale for their ranks, and had no bearing on the general financial picture, nor were the increases to be interpreted as evidence of enthusiastic approval.

Manifestly, financial difficulty had become such as to compel consideration of the necessity of faculty dismissals, but there is evidence that other factors may have been operating to the same end. A memorandum addressed by President Eddy to the faculty, dated December, 1939 (day not given), contained the following statement:

I have "vowed" that I will remove all occasion for undercover maneuvering by exposing every policy to the light of open discussion and I am determined to eliminate the centers which generate a spirit that is contrary to the best interests of Adelphi.

When the Investigating Committee questioned President Eddy about this statement, he declared that he wrote it before he had any idea of non-reappointments. However, at the December

meeting of the Board (presumably December 19), he presented his resignation unless the Board would comply with certain conditions, among them "internal reorganization of the College to develop a more cooperative staff. . . ." His other conditions included financial rearrangement to settle pressing obligations and reorganization of the Board of Trustees. On December 19, 1939 the Board voted the following resolutions:

WHEREAS, the financial situation confronting the College demands a balanced operating budget and a vital educational program; and

WHEREAS, the present Administration has endeavored to continue all members of the Instructional Staff who were members of the Faculty at the beginning of the Administration, in the hope of finding a solution to the internal problem of reorganization of the curriculum and the problems of increasing student enrollment and financial support, but has been unable to do so; and

WHEREAS, a balanced operating budget is the necessary foundation for a sound financial structure of the College and it has been impossible to balance the budget with the present organization and personnel;

Be it Resolved, as it is hereby resolved, that the President of the College and a Special Committee of the Board of Trustees be and are hereby authorized and instructed to make whatever changes, adjustments or dismissals of members of the Instructional Staff and Administrative Staff as may seem necessary to balance the 1940-41 operating budget, develop more cooperative and effective staffs, and offer a more vital educational program at Adelphi College.

Be it Further Resolved, as it is hereby resolved, that the President of the College be and is hereby authorized and instructed to notify in writing any person or persons now employed by the College of such decision not to recommend reappointment for the next academic year. Because of the financial problem confronting the Board of Trustees, such notice or notices shall state that "Due to the financial exigencies of Adelphi College and the necessity for making certain internal changes in the organization of the College, notice is hereby given of (state proposed change in relationship)."

It will be noted that while the resolution empowered the Special Committee to act for other objectives than balancing the budget ("develop more cooperative and effective staffs, and offer a more

vital educational program at Adelphi College"), the notices of decision not to reappoint were less specific as to the reasons other than "financial exigencies." The administration of Adelphi College has contended throughout the period in question that the financial problem and the personnel problem were inextricably interwoven.

The Special Committee consisted of Mr. Theodore B. Klapper, Chairman of the Board's Finance Committee, the Very Reverend Arthur B. Kinsolving, 2nd, Dean of the Cathedral of the Incarnation (Protestant Episcopal), and Miss Edwiene Schmitt, President of the Alumnae Association, as well as member of the Board. This Special Committee had before it a tabulation of the 1939-1940 budget, prepared by the College administration, arranged by departments in terms of instruction costs per unit of student credit during the first semester of the year 1939-1940. This tabulation took into account only such instruction as carried academic credit; instruction costs of Physical Education were therefore omitted, as well as the costs of such instruction in Music and the Dance as did not carry academic credit. However, both President Eddy and Miss Schmitt told the Investigating Committee that the Special Committee did not rely exclusively on the unit cost tabulation in selecting the persons not to be reappointed, but that they also considered the general plans of President Eddy for the future development of the College. President Eddy stated to the Investigating Committee that while in every case the "cause" for dismissal was the financial emergency, "the basis for selecting those . . . not to be reappointed was the application of the criteria of the Board's resolutions," which went beyond finances. He further told the Committee that with respect to the cases discussed in this report the selections for dismissal were made solely on financial grounds, except in the case of Professor Mosher who was not reappointed partly for financial reasons and partly for lack of cooperation. Miss Schmitt stated to the Committee that President Eddy, present at the meeting of the Special Committee, was consulted with regard to all the individuals to be notified of non-reappointment; that he gave no reasons, aside from the tabulation of instruction costs, for recommending denial of reappointment; and that on his suggestion the Special Committee began by

selecting for non-reappointment the highest salaried person in each department which showed the highest instruction costs.

The Special Committee voted against reappointment of Dr. William A. Colwell, Chairman of the German Department, which had the highest instruction costs; Dr. Carl E. Purinton, sole member of the Department of Religion, which had the third highest instruction costs; Dr. Edna Mosher, Chairman of the Biology Department, which had the fourth highest instruction costs; and Dr. Donna F. Thompson, Chairman of the Department of Sociology and Economics, which had the fifteenth highest instruction costs. Identical letters, dated December 29, 1939, were sent special delivery to each of these persons. These letters quoted the budget balancing portion of the first resolution of the Board, printed above. They did not quote the portion of this same resolution dealing with more cooperative and effective staffs and a more vital educational program. The Investigating Committee interprets these notices as meaning that no charges were preferred against the individuals selected, and with this interpretation the administration apparently agrees.

For the sake of completeness, it should be noted that Mrs. Ruth A. Damon, Chairman of the Department of Speech, was also sent a non-reappointment letter of December 29, 1939. Further action in her case makes it irrelevant to the present discussion. Miss Marion Viets, Instructor in Economics and Sociology, ultimately resigned in protest against the dismissals of the department heads. Dr. Ruth Mohl, Professor of English, also resigned in protest under circumstances discussed later in the report. In February, 1940, additional non-reappointment letters were sent to two other members of the teaching staff, but these persons were still serving probationary periods.

III

This section is concerned with information about the several dismissed departmental chairmen.

1. Dr. William Arnold Colwell holds the B.A. degree from Denison University, and he received the M.A. in 1902 and the

Ph.D. in 1906 from Harvard University. While pursuing graduate studies at Harvard he taught elementary and advanced German at Tufts College, 1902-1904. He was Instructor in German at Harvard, 1904-1909, at Radcliffe, 1906-1909, leaving in February, 1909 to become Professor of German and French at Wofford College. In 1914 he became Professor of German at Adelphi College, where he has a record of long and faithful service. In faculty meetings he sometimes spoke against, sometimes for, the President's suggestions, but the Committee found no other evidence of disagreement between him and President Eddy prior to the notice of non-reappointment.

2. Dr. Carl Everett Purinton was graduated from Bates College with the degree of B.A. in 1923. After spending the following year at Yale University, he attended the American School of Oriental Research at Jerusalem, receiving a certificate. After another year at Yale and a year at Harvard, he received the degree of Ph.D. from Yale in 1927. Following a year as Assistant Professor of Religion and Biblical Literature at Smith College, he joined the faculty of Adelphi College in 1928 as Professor of Religion. No complaint had ever been made by the administration against Dr. Purinton; relations between him and President Eddy have been, and continue to be, friendly. Dr. Purinton was interested mainly in the ethical side of religion, while President Eddy was more interested than Dr. Purinton in the aesthetic side, but, as far as the Investigating Committee could learn, this difference in viewpoint did not result in any antagonism. Dr. Purinton expressed to the Committee the belief that his dismissal was partly owing to the President's feeling that he was not the man to fit into the President's plans for the future of the College.

3. Dr. Edna Mosher received the B.A. degree from Cornell University in 1908, the M.A. in 1913, and the Ph.D. from the University of Illinois in 1915. From 1908 to 1912 she taught in secondary schools; 1915-1918 she was Instructor in Entomology at the University of Illinois; the following year she substituted for an instructor at The Ohio State University. In 1919 she went to the University of New Mexico as Assistant Professor of Biology, becoming Professor in 1920; she also served as Dean of Women there, 1920-1923. In 1923 she became Professor of Biology at

Adelphi College. At Adelphi she served on important faculty committees, such as the Committee on Instruction, the Public Relations Committee, and as Chairman of the Committee on Graduate Study. At the time of her dismissal she was Chairman of the Natural Science Division. Under her leadership the Department of Biology stood high.

Both President Eddy and Dr. Mosher impressed the Investigating Committee as individuals with decided opinions, to which they tended to cling rather tenaciously. Differences of opinion early arose between the two. The first point of controversy was occasioned by Dr. Mosher's recommendation of the appointment of an instructor in her department (for the academic year 1937-1938) during the summer of 1937, while President Eddy, although formally appointed to his position, was not present on the campus. Dr. Mosher wrote him during the summer requesting his approval of her recommendation. President Eddy felt that Dr. Mosher was attempting to make an appointment to the staff without due consultation with him as the responsible administrative head of the College.

Other differences were concerned with details of academic procedure. Dr. Mosher stood for traditional academic procedure in the faculty. President Eddy's differing view has been indicated. Another difference concerned teaching methods: President Eddy felt that Dr. Mosher's methods in Biology were not up to date, with too much emphasis on laboratory work and too little of the broad survey method; Dr. Mosher felt that the laboratory work was absolutely essential and that to reduce it would be a backward step. She also felt that her staff was not sufficiently large to offer survey courses in addition to the laboratory courses. Further controversy arose over the existence of a faculty club, organized during Dr. Blodgett's administration, of which Dr. Mosher was president. There was also an incident concerning the testing of the water in the swimming pool; on one occasion, when President Eddy demanded that an immediate re-test be made, Dr. Mosher refused to comply with the President's "executive order" to make the re-test on the ground that it was unnecessary since a recent test had shown the water to be safe, and that the Instructor in Bacteriology, who customarily conducted the test, was tempo-

rarily absent. President Eddy then had a test made elsewhere; this test showed the water to be safe.

These controversies, perhaps unimportant when considered separately, when taken together convinced President Eddy that he could not expect cooperation from Dr. Mosher, and he so informed her. On July 22, 1938 the Secretary of the Board of Trustees, pursuant to a resolution of the Board, wrote Dr. Mosher as follows:

The Board of Trustees voted February 19, 1938: (1) That Dr. Edna Mosher is reappointed as Professor of Biology for the academic year beginning September 1, 1938, with the understanding that satisfactory adjustments and relationships will be established during the current calendar year as a condition for reappointment for the 1939 to 1940 Academic year. (2) That the Secretary of the Board advise Dr. Mosher of this action, serving official notice of the termination of her services at the end of the next academic year unless satisfactory relationships and procedures are established as provided above.

When Dr. Mosher wrote President Eddy asking for a clarification of the reasons for the Board's action, President Eddy wrote her under date of August 22, 1938, substantially as follows: That the Administration's case rested on (1) personal relations; (2) conditions surrounding the emergency appointment of an instructor in biology during the summer of 1937; (3) unfair charges made by Dr. Mosher against an instructor in her department; (4) failure to make a new appointment for 1938-1939 before leaving for her vacation; (5) her lack of a plan for the development of her department; (6) her refusal to obey an executive order concerning the swimming pool; (7) her lack of modern teaching methods.

During the year 1938-1939 relations between President Eddy and Dr. Mosher improved, and in the spring of 1939 President Eddy dropped his charges outlined above, writing her as follows:

By action of the Board of Trustees I am authorized to advise you of your reappointment as Professor of Biology for the year 1939-40 at your present salary. On the basis of my report and the recommendation of the Personnel Committee, it was felt that the

condition stated in the letter of the Secretary of the Board of Trustees dated July 22, 1938, and my letter of August 22, 1938, had generally been met and that you should be restored to full and regular standing as a member of the faculty, with the understanding that satisfactory adjustments and relationships will continue.

President Eddy told the Investigating Committee that Dr. Mosher's reappointment for 1939-1940 was conditional, apparently relying upon the final clause of the above excerpt ("with the understanding that satisfactory adjustments and relationships will continue"). The Committee is of the opinion that this clause was not sufficient to notify Dr. Mosher that her appointment was conditional.

Relations between the two became sufficiently cordial during the spring and summer of 1939 that, at their suggestion, President and Mrs. Eddy spent a week as guests of Dr. Mosher at her summer home in Nova Scotia. In the autumn of 1939 Dr. Mosher received a letter from President Eddy expressing satisfaction with her services on the faculty and informing her of an increase in salary. Nevertheless, the Committee is of the opinion that strained relations between Dr. Mosher and President Eddy were never wholly eliminated.

4. Dr. Donna F. Thompson is a graduate of Indiana University, receiving her B.A. degree in 1913, M.A. in 1914. From 1921 to 1923 she studied at the London School of Economics; in 1927 she received the Ph.D. degree from Columbia University. From 1913 to 1915 she was research assistant and medical social worker in the Medical Social Service Department of the Indiana University Medical School. From 1917 to 1923 she was on the faculty of Mt. Holyoke College, completing these services as Assistant Professor of Economics and Sociology. In 1924 she joined the faculty of Adelphi College as Professor and Chairman of the Department of Economics and Sociology, the position she held at the time of her dismissal. As a faculty member she served on various important committees, such as the Advisory Council, the Curriculum Committee, and the Instruction Committee.

It is striking that Dr. Thompson's department stood no higher than fifteenth on the list in order of unit costs, and that she had

voiced opposition to some of President Eddy's policies. Less decided in her opinions than Dr. Mosher, she nevertheless did not hesitate to express her attitude when these policies were on the agenda of faculty committees with which she served. Yet President Eddy never manifested any dissatisfaction with her work, nor were any charges brought against her. When notifying her of the salary increase on October 2, 1939, he wrote:

This modest increase is an expression of appreciation for the long and effective service which you have rendered Adelphi College.

President Eddy told the Investigating Committee that he had no criticism to make either of Dr. Thompson's cooperation or of her teaching, but that in his opinion the work in her department could be carried on adequately by the two remaining instructors.

IV

On January 22, 1940 the Faculty was officially informed of a meeting to be held at Adelphi College on the following day, January 23. This notice stated that the purpose of the meeting was to

receive any criticisms, suggestions, or proposals in regard to the internal reorganization of the College. This is not a "hearing" in connection with the individuals involved in the reorganization, as no "charges" have been filed.

Present at the meeting on January 23 were President Eddy, the members of the Faculty Committee on Personnel, President Brown of Drew University, representing the Association of American Colleges; Mr. Theodore B. Klapper, Chairman of the Board's Finance Committee; and Professors Holland Thompson (now deceased) (History), The City College (New York), and Jewell H. Bushey (Mathematics), Hunter College, representing the American Association of University Professors. Also present was Dr. Irwin Conroe, Director of the Division of Higher Education in the State Education Department. Various other members of the Adelphi

College faculty were called in from time to time. A stenographic record of the discussion was made.

At this meeting Professor Ruth Mohl, Chairman of the Faculty Committee on Personnel, suggested a number of possible economies as a means of avoiding the dismissals. Nothing very definite resulted from the meeting beyond expression of opinion and statements of fact which were well established. Professor Holland Thompson expressed the attitude of the American Association of University Professors toward dismissals of professors of long service, and pointed out the serious loss to the College involved in the dismissal of its most experienced faculty members. Proposals from certain faculty members to meet the situation by a general reduction in salaries had not been previously submitted to a faculty vote, nor has the Investigating Committee any evidence that they have since been submitted. Proposals for salary reductions as a substitute for the dismissals met with little favor from President Eddy and Mr. Klapper, the latter pointing out that a cut of 15% would be necessary as a substitute for the five dismissals. President Eddy contended that such salary cuts would result in faculty members resigning to accept positions elsewhere, as salaries were not high and had already been cut approximately 25% since 1930. The Investigating Committee is of the opinion that a definite proposal for further salary cuts to obviate the dismissals should have been formally presented to the faculty for their discussion and adoption or rejection.¹

Dr. Conroe was evidently in agreement with President Eddy. Under date of February 1, 1940, he wrote President Eddy:

This letter is largely an opportunity for me to express to you on behalf of the State Department our complete confidence in your ability to do the job you have tackled and to follow the courses you have chartered [*sic*]. I want you also to know that I personally believe you have been eminently fair in your dealings with your faculty, your trustees and the creditors of the College.

¹ In reply to this point, President Eddy writes: "... I requested that a signed petition indicating the willingness of individual members to accept salary reductions be secured and presented to the Board of Trustees as evidence of the claim that the faculty was willing to accept salary cuts."

The Committee does not regard the proposal for an individually signed petition as the equivalent of a faculty discussion of a general salary cut.

Frankly, I do not see how anybody else would succeed at the job you have undertaken. You have my great admiration and full cooperation wherever and whenever I can be of assistance.

Again, on February 10, 1940, a letter from Dr. Conroe to President Eddy includes the statements:

After reviewing the copy of the letter sent to the Secretary of the Faculty (dated January 25, 1940) following the meeting of the Board of Trustees of Adelphi College, I would like to make the observation that I do not see how any individual or individuals can say that the Board of Trustees in the administration of Adelphi College have not been eminently fair in their efforts to adjust the tremendous difficulty with which you have been handicapped.

Several of the faculty, including Professors Colwell, Mosher, Thompson, and Mohl, felt, on the other hand, that if the financial crisis made dismissals imperative, such dismissals should begin in the departments giving "luxury courses," such as Art, the Dance and Music, rather than in the Liberal Arts departments.¹ If it should then prove necessary to make additional dismissals in the Liberal Arts departments, they felt that in the absence of charges, the faculty members of long service and higher academic rank should be retained—a principle with which the American Association of University Professors agrees. The administration, however, felt that since members of the instructional staff with fewer years of service were necessarily receiving lower salaries, non-reappointment of a number of instructors sufficient to balance the budget would so reduce the teaching staff that those remaining would be too few in number to conduct the essential class work. The administration therefore deliberately adopted the policy of dismissing a smaller number, although those selected for dismissal were among the older and more experienced members of the teaching staff. This policy, which in effect penalized experience, academic rank, and length of service, the Investigating Committee and Committee A consider to be educationally very unwise.

¹ President Eddy points out that three part-time instructors in the Dance were not reappointed for the year 1940-1941, and that the budget for the Dance and Music Departments was reduced. However, the Committee notes that a Professor of the Arts was appointed in the spring of 1940 for the ensuing academic year.

On January 25, 1940 a meeting of the Board of Trustees was held at the Pennsylvania Hotel in New York City. Fourteen of the eighteen members attended. At President Eddy's request, Professor Ruth Mohl, as Chairman of the Faculty Committee on Personnel, presented to the Board's Special Committee a list of proposed economies for the next budget, based on the proposals made at the meeting of January 23; these proposed economies were intended to obviate dismissals. By letter of the same date, January 25, the Board, through its Secretary, Mr. Walter Koempel, reported its decision to the Secretary of the Faculty, Professor Barrows. This is the letter to which Dr. Conroe referred on February 10. The relevant portions of Mr. Koempel's letter follow:

The Board spent several hours considering the report of its Special Committee. Two alternate suggestions were presented as follows:

- (a) A proposed proportionate reduction of all faculty and administrative salaries.
- (b) A list of proposed economies in the present budget presented this morning to the Special Committee by Professor Ruth Mohl.

After serious consideration of the first substitute proposal the Board voted unanimously to reject this proposal on the ground that it would seriously impair the future development of the College in view of the reduction in salaries previously made.

The Board considered item by item the list of suggested economies presented by Miss Mohl and voted on each item. It was agreed to eliminate certain items and continue others. Some of the suggestions are already under consideration by the Special Committee and others did not constitute a part of the regular operating budget of the College. However, the memorandum was referred to the Finance Committee for careful investigation and the Committee instructed to effect economies wherever possible.

After this review the Board voted unanimously that this suggestion did not constitute a solution to our financial problem and that every possible economy would be necessary in addition to the savings effected by the report of the Special Committee.

It was then unanimously voted to receive, approve, and confirm the report of the Special Committee as submitted, with the understanding that any individual affected by this report might submit his or her resignation and it will become a part of the official record of the Board of Trustees.

When news of the dismissals became public, students raised objections. A joint faculty-student committee was formed of students elected by the student body and three faculty members appointed by the President from among those who are at the present writing still on the teaching staff. This Committee suggested cutting down the work in Fine Arts and a 10% cut in salaries, reckoning the aggregate saving at \$16,000. President Eddy considered the proposals impracticable, and they were never formally submitted to the Board of Trustees.

V

Dr. Ruth Mohl, Chairman of the important Faculty Committee on Personnel, played a leading part in drawing up the Statement of Personnel Standards already mentioned. As Chairman of the Committee on Personnel she was the natural spokesman for the faculty in the matter of dismissals, and acted in that capacity at President Eddy's request, both at the conference of January 23, 1940 and before the Board's Special Committee two days later at the Hotel Pennsylvania. Sincerely committed to the principles which she had done so much to formulate, she did not hesitate to stand by them when she felt that their spirit was being violated.

On January 25, 1940, when Dr. Mohl was presenting before the Board's Special Committee a more detailed outline of the means which she had suggested two days earlier for meeting the financial exigency without dismissing faculty members of long service, President Eddy interrupted her by demanding to know whether or not she intended to cooperate with the administration. On February 26, 1940, he wrote her, in part:

In view of our conversation¹ and the developments since the meeting of the Board, I am requesting you to clarify your position in regard to your attitude and cooperation with the Administration of the College. I am inviting you to personally appear before the Board of Trustees at the meeting to be held at the College on Thursday, February 29, at 3:30 P. M., or send a communication to the Board on that date. If you desire to discuss the matter with me, I will be glad to arrange an appointment.

¹ Presumably at the Hotel Pennsylvania on January 25.

It is my purpose to present your case to the Faculty Committee on Personnel today.

At the meeting of the Faculty Personnel Committee on February 26, Dr. Mohl asked President Eddy to present her case to that Committee; he did not do so, but arranged for an interview with her on the following day, February 27. Dr. Mohl told the Investigating Committee that at this interview he gave her the following alternatives: resignation, conference with him to "clarify her thinking," or "presentation of her case with charges" to the Personnel Committee. Dr. Mohl replied that she had principles in the whole matter which she could not abandon; that she would be embarrassed to remain longer at Adelphi under the prevailing conditions, and that she had determined after her appearance before the Board's Special Committee on January 25, 1940 to resign. Her written resignation was forwarded to President Eddy under date of March 1, 1940.

VI

Concerning the effect of the dismissals on the budget of the College, the administration provided the Investigating Committee with a copy of the statement of the college expenditures for salaries and wages for the academic year 1939-1940, as verified by the auditors, and also a copy of the budget for similar expenses for the academic year 1940-1941. The total of these items for 1939-1940 was \$86,247.79; the budget for 1940-1941 provides for the same items a total of \$78,641.24. Therefore, according to these figures, the net saving effected by the internal reorganization of the College amounted to \$7,606.55¹ which is considerably less than the aggregate annual salaries of those who were not reappointed. This saving would have been greater had not the budget for 1940-1941 included \$4000 for the appointment of a dean,² a position which had been vacant for two academic years. It is

¹ President Eddy points out that the budget for 1940-1941 included the salaries for July and August, 1940 for the four members who were not reappointed.

² In commenting on this report, President Eddy wrote: "... the appointment of the dean came late in the spring of 1940 after a court decision and other factors had improved the situation of the College."

true, as President Eddy has pointed out, that the new dean was to give courses in psychology, yet the Committee sees no reason to believe that this department could not have continued for another year without an increase in personnel.

VII

The conclusions reached in this investigation depend upon and should be read in the light of generally accepted principles of academic tenure in accredited institutions as set forth in the 1925 Conference Statement and the 1940 Statement of Principles,¹ the latter formulated and agreed upon by representatives of the Association of American Colleges² and of the American Association of University Professors.

The conclusions are as follows:

(1) The four professors whose cases have been reviewed were clearly entitled to continuous or permanent tenure. The practice of the administration of Adelphi College of writing annual contracts for members of the faculty does not alter this conclusion.

(2) The Committee is of the opinion that the choice for dismissal of the older and more experienced teachers was educationally unwise.

(3) At the time of these dismissals, financial exigencies existed in Adelphi College. As to the demonstrably bona fide nature of the claim that these financial exigencies necessitated the particular dismissals, the Committee finds that they were important factors and that in the selection of the individuals to be dismissed the administration gave consideration to the table of unit costs,³ but

¹ See February, 1941 *Bulletin*, pp. 40-45.

² Adelphi College is a member institution of the Association of American Colleges.

³ "It must be emphasized that the unit costs should be interpreted with caution. [Emphasis supplied.] Many imponderable elements not susceptible to arithmetic measurement enter into the instruction of students. Frequently the unit cost of instruction for one department is shown to exceed greatly that of another department. A similar disparity in the unit cost figures of colleges or schools is found. Such differences should not be assumed as a justification for arbitrarily reducing expenditures of the department and college or school with the higher unit costs. Before such steps are taken a meticulous analysis of all the elements involved in their relationship to the general educational program of the institution is essential." From *University Unit Costs*, Bulletin, 1937, No. 21, U. S. Office of Education, Washington, D. C.

that not all of the possible alternatives short of dismissal had been explored and given full consideration. The Committee is of the opinion that the appointment of a dean after these dismissals was an expansion not justified by extraordinary circumstances. The Committee is also of the opinion that because of the court decision and because of other factors which had definitely improved the financial situation of the college in the spring of 1940 the decision to discontinue the services of the four department heads should have been reconsidered.

(4) The Committee finds also that in the selection of the individuals to be dismissed factors other than financial were influential. Thus the resolution of the Board of Trustees creating the "Special Committee" to deal with the financial situation of the College is not confined to the balancing of the budget, but mentions also such changes as may be necessary "to develop more cooperative and effective staffs, and offer a more vital educational program at Adelphi College." President Eddy stated to the Investigating Committee that while in every case the "cause" for the decision not to reappoint was the financial emergency, "the basis for selecting those who were not to be reappointed was the application of the criteria in the resolution of the Board of Trustees." Despite that fact in none of these dismissals did the administration conform to good academic practice by granting a hearing to the teacher concerned on presentation of proper charges.

The Committee believes that it is pertinent to note specifically President Eddy's attitude toward faculty opinion. The evidence indicates that he has been intolerant of dissent concerning legitimately debatable questions of policy. Members of the faculty who did not share his educational views or who presented alternative suggestions for meeting the financial exigencies incurred his disfavor, and, as evidenced in the case of Dr. Mohl, such disagreement was regarded by him as a basis for threats of "charges" or dismissal.

(5) Aside from the question of the justification of these several dismissals, the observance of good academic practice would have required that the four professors dismissed be given a full year's notice of the termination of their services or be paid a full year's salary.

Approved for publication by Committee A on Academic Freedom and Tenure.

W. T. Laprade, *Chairman*

The personnel of Committee A on Academic Freedom and Tenure is as follows: William E. Britton, University of Illinois; A. C. Cole, Western Reserve University; Elliott E. Cheatham, Columbia University; Thomas D. Cope, University of Pennsylvania; Frederick S. Deibler, Northwestern University; Thomas F. Green, Jr., Associate Secretary; William M. Hepburn, University of Alabama; Ralph E. Himstead, General Secretary; W. D. Hooper, University of Georgia; A. M. Kidd, University of California; W. T. Laprade, Duke University, *Chairman*; A. O. Lovejoy, Johns Hopkins University; J. M. Maguire, Harvard University; S. A. Mitchell, University of Virginia; F. M. Padelford, University of Washington; DR Scott, University of Missouri; John Q. Stewart, Princeton University; R. C. Tolman, California Institute of Technology; and Quincy Wright, University of Chicago.

MEMBERSHIP

Membership in the American Association of University Professors is open to all college and university teachers from the faculties of eligible institutions and to graduate students and graduate assistants. The list of eligible institutions is based primarily on the accredited lists of the established accrediting agencies subject to modification by action of the Association. Election to membership is by the Committee on Admission of Members following nomination by one Active Member of the Association who need not be on the faculty of the same institution as the nominee. Election cannot take place until thirty days after the nomination is published in the *Bulletin*. Nomination forms, circulars of information, and other information concerning the Association may be procured by writing to the General Secretary, 1155 Sixteenth Street, N. W., Washington, D. C.

(a) *Active*. To become an Active Member, it is necessary to hold a position of teaching or research with the rank of instructor or higher in an eligible institution and be devoting at least half time to teaching or research. Annual dues are \$4.00, including subscription to the *Bulletin*.

(b) *Junior*. Junior membership is open to persons who are, or within the past five years have been, graduate students in eligible institutions. Junior Members are transferred to Active membership as soon as they become eligible. Annual dues are \$3.00, including subscription to the *Bulletin*.

(c) *Associate*. Associate Members include those members who, ceasing to be eligible for Active or Junior membership because their work has become primarily administrative, are transferred to the Associate list with the approval of the Council. Annual dues are \$3.00, including subscription to the *Bulletin*.

(d) *Emeritus*. Any Active Member retiring for age from a position in teaching or research may be transferred, at his own request and with the approval of the Council, to Emeritus membership. Emeritus members pay no dues but may if they desire receive the *Bulletin*, at \$1.00 a year.

(e) *Life Membership*. The Treasurer is authorized by the Council to receive applications from Active, Junior, and Associate

Members for Life membership, the amount to be determined in each case on an actuarial basis. This includes a life subscription to the *Bulletin*.

Nominations for Membership

The following 131 nominations for Active membership and 11 nominations for Junior membership are printed as provided by the Constitution. In accordance with action by the Council, objections to any nominee may be addressed to the General Secretary, who will in turn transmit them for the consideration of the Committee on Admission of Members if received within thirty days after this publication. The Council of the Association has ruled that the primary purpose of this provision for protests is to bring to the attention of the Committee any question concerning the technical eligibility of the nominee for membership as provided in the Constitution.

The Committee on Admission of Members consists of Professors Ella Lonn, Goucher College, *Chairman*; B. W. Kunkel, Lafayette College; A. Richards, University of Oklahoma; R. H. Shryock, University of Pennsylvania; W. O. Sypherd, University of Delaware; and F. J. Tschan, Pennsylvania State College.

Active

University of Akron, Rena N. Cable, Albert F. Cummings, Eldora Flint, Darrell L. Reedy, Genevieve Rider, Lucy Self, Mildred Swift; Alabama Polytechnic Institute, Joseph E. Roop; Alabama State Teachers College (Troy), Emmett Kilpatrick; Arizona State Teachers College (Flagstaff), Agnes M. Allen, Hartwig O. Bjerg, Frank Brickey, Wilmyth Case, Bess Chappell, Chester F. Deaver, Vena Ewing, Charles E. Hablutzel, Mary A. Hill, Klonda Lynn, John C. McGregor, Lora Maxwell, Francis C. Osborn, Andrew C. Peterson, George Portnoff, William W. Tinsley; Bradley Polytechnic Institute, Clara Krefting, Marvin Mundel; Brooklyn Polytechnic Institute, Emil Lengyel; Bryn Mawr College, Fritz Karsen; Bucknell University, Ernst W. Meyer; University of California (Los Angeles), Benjamin M. Anderson, Laura F. Andreson, Margaret S. Carhart, Annita Delano, Paul A. Dodd, Majl Ewing, Paul Frampton, T. E. Helt, C. B. Hollingsworth, Vernon D. Keeler, Charles L. Mowat, William T. Puckett, Anne C. B. McPhail, Robert E. Rapp, J. E. Spencer, Norman A. Watson, Florence A. Wilson; The City College (New York), Kurt L. London; University of Colorado, Elizabeth F. Selleck; Columbia University, Jean Betzner; De Paul University, Joseph J. Urbancek; Duke

University, Hans Neurath; **Elmhurst College**, Frederick W. Henssler; **University of Florida**, Rembert Patrick; **Fordham University (Bronx)**, William J. Leen; **Georgia School of Technology**, Hubert E. Dennison; **Hastings College**, David M. Grant; **Hofstra College**, Albert M. McMaster; **Hunter College**, Barbara P. Beiswanger, Fredrik L. Gjesdahl, Olive Huber, Ethel M. McGary, Ruth Novel, Sofia I. Pietri; **Illinois Institute of Technology**, W. Rudolph Kanne, Allen W. Read; **Illinois State Normal University (Southern)**, Madelyn C. Scott; **Illinois State Teachers College (Eastern)**, Donald E. Johnson; **University of Illinois**, Charles Rechenbach; **Indiana State Teachers College**, Joseph A. Gremelspacher; **Iowa State College**, Charles M. Genaux, John A. Nordin; **State University of Iowa**, Howard R. Bowen; **University of Kansas**, Kathryn A. Tissue; **Lincoln University**, Ina A. Bolton, Armistead S. Pride, Robert L. Gill, Meredyth Smith, Sara J. Spencer, Hazel McD. Teabeau; **Southwestern Louisiana Institute**, George W. Barth, Jess W. Hair, Roy D. Murphy, Lise Vige; **Louisiana State University**, John M. Nason; **Loyola University (Illinois)**, David S. Jones, Stewart C. Thomson; **Michigan State College**, Stuart A. Gallacher; **Mills College**, Marian Van Tuyl Campbell, Edith Lindsay; **Minnesota State Teachers College (Bemidji)**, Elsie K. Annis, M. E. High, Margaret Kelly, Calvin H. McClintock; **Missouri State Teachers College (Northwest)**, Eugene E. Seubert; **University of Missouri**, Hermann Barnstorff, Waldo H. Furgason; **Multnomah College**, Alfred W. Andrews, Nathan A. Bickford, Houston A. Brown, James W. Coombs, Harry N. Lancaster, Lee N. Scheuerman, Emma Jo Stewart, Lelia B. Walsh, Glenn J. Woodward, Dale B. Worthington; **University of Nevada**, Austin E. Hutcheson; **University of New Mexico**, Charles E. Hutchinson; **New York University**, Daniel Lerner; **University of Newark**, Laurence J. Ackerman; **Central State College (Oklahoma)**, Roy W. Jones; **University of Oklahoma**, Harold Leake; **Pennsylvania State Teachers College (California)**, Ralph W. McCoy, J. Riley Staats; **Rose Polytechnic Institute**, Irvin Hooper; **St. Louis University**, Harry R. McClain, Paul G. Steinbicker; **San Bernardino Valley Junior College**, Nephi W. Cummings, Marion B. Phillips, Walter J. Yeaton; **Stephens College**, Myra J. Hoyle, Robert B. Sutton; **University of Texas**, Osmond P. Breland; **Tulane University of Louisiana**, Howard P. Johnson; **Utah State Agricultural College**, Lois Holderbaum; **University of Utah**, Edward I. Hashimoto; **Virginia State College for Negroes**, James A. Bayton; **Wesleyan University**, Frederick W. Sternfeld; **Westminster College**, Alan B. Davis; **Wright Junior College**, Peter Masiko, Jr.

Junior

Columbia University, Henry V. Besso; **De Paul University**, Harold L. Dunskey; **College of William and Mary (Williamsburg)**, Paul Gans. **Not in Accredited Institutional Connection**, Albert Burris (M.S., Iowa State College), Portales, N. Mex.; Carolyn Haerberlin (M.A., University of Chicago), Portales, N. Mex.; Anne Healy (M.A., Middlebury College), Summit, N. J.:

William J. Jones (M.A., Princeton University), Belmar, N. J.; Willard B. Phelps (Ph.D., Ohio State University), Tampa, Fla.; Eunice C. Roberts (Ph.D., University of Illinois), Portales, N. Mex.; Donald W. Robinson (M.S., University of Pennsylvania), Belmar, N. J.; Donald R. Van Petten (Ph.D., Stanford University), Portales, N. Mex.

Members Elected

The Committee on Admission of Members announces the election of 306 Active and 13 Junior Members as follows:

Active

Alabama Polytechnic Institute, J. Herman Johnson; University of Alabama, Forrest C. Blood, Jr., Robert Lorenz; Arizona State Teachers College (Flagstaff), Lyle E. Mehlenbacher, Arden B. Olsen; Arkansas State Teachers College (Conway), J. B. Wilson; University of Arkansas, June Paulson; Ashland College, Allen R. Thompson; Atlanta University, Joseph A. Pierce; Baldwin-Wallace College, Ned M. Russell; Ball State Teachers College, Frances R. Botsford, Nathan H. Woodruff; Bard College, Abbot E. Smith; Bethany College (West Virginia), William H. Spragens; Billings Polytechnic Institute, Guy L. Barnes; Bowling Green State University, Wayne S. Huffman, Arthur F. Schalk, Jr.; Bradley Polytechnic Institute, Howard J. Bell, Jr., Ralph N. Johanson, John H. Shroyer, Daphne B. Swartz, Howard M. Teeter, Tipton M. Westfall; Brooklyn College, Helen C. Coombs; Brown University, Richard Blandau; University of California (Los Angeles), Kenneth F. Baker, Ralph Byrne, Jr., Isabel P. Creed, A. Gerhard Eger, Roland H. Harvey, Clinton N. Howard, Louis K. Koontz, Hans Reichenbach, T. Y. Thomas, Fredrick A. Valentine, Daniel Vandraegen, Euphemia R. Worthington, Max Zorn; Centenary College of Louisiana, A. J. Middlebrooks; Chapman College, Violet G. Stone, John H. Walker; University of Cincinnati, Edwin H. Zeydel; The City College (Commerce Center), William M. Girden, Louis Weinberg; University of Colorado, Leo V. Aspinwall, Edward C. King, Leslie Lewis, John B. Schoolland; Columbia University, Roy N. Anderson, Franklin Dunham, John C. Flanagan, Will French, Arthur T. Jersild, F. Ernest Johnson, Clarence Linton, Martin Y. Munson, R. Bruce Raup, Alice W. Spieseke, Eleanor M. Witmer; Connecticut College, John F. Moore; University of Connecticut, Elmer O. Anderson, Benjamin A. Brown, Hugh S. Cannon, Erwin Jungherr, Lisbeth Macdonald, Edward W. Manchester, Rex Morthland, Mason T. Record, Harold Scott; Cornell University, Mary E. Duthie, Mary W. Neugent; De Paul University, Imre Horner; Drake University, Mary C. Hillis; Elmhurst College, Harvey De Bruine, Mary M. Handel; Emory University, Norman L. Matthews; Evansville College, Adolph W. Aleck; University of Florida, George F. Baughman; Georgia School of Technology, Jesse C. Brown, Henry K. Stanford, Maurice A. Strickland, Noah Warren, Charles F.

Wysong; **Georgia State Woman's College**, Herbert F. Kraft, Marie Motter; **University of Georgia**, Ludwig R. Kuhn, A. Elizabeth Todd; **Green Mountain Junior College**, Susan J. Ellithorp, Allan S. Everest, Kenneth B. Holmes, V. Esther Lane, Elsie H. Lewis, Eunice C. Smith-Goard; **Haverford College**, Ralph M. Sargent; **University of Hawaii**, N. B. Beck, Charles S. Bouslog, Laura V. Schwartz, Marshall W. Stearns; **Hendrix College**, Benjamin Owen, Marian Owen; **Hofstra College**, Charles E. Stevens, Jr.; **Hunter College**, Lincoln Reis; **University of Idaho (Southern Branch)**, Oscar Kaplan, Carl W. McIntosh, Jr.; **Illinois Institute of Technology**, Lee F. Supple; **Illinois State Teachers College (Eastern)**, Robert A. Warner; **University of Illinois**, Herman B. Chase; **Indiana University**, Kenneth N. Cameron; **Iowa State College**, Iver Johnson, Elbert G. Smith, Oscar G. Woody; **John Tarleton Agricultural College**, Hal C. Doremus; **Kansas State Teachers College (Emporia)**, George D. Culler, Mary J. Reid; **Kansas State Teachers College (Pittsburg)**, Marion I. Whitney; **University of Kansas**, Hilden Gibson, Charles Wolfson; **Kent State University**, Kenneth Byler; **Kentucky State Teachers College (Eastern)**, A. Anna Schnieb; **Lincoln University**, William H. Hamlin; **Southwestern Louisiana Institute**, James J. Barry, Paul S. Delaup, Mary E. Dichmann, Grady D. Price; **Louisiana State University**, Merrill Everhart, John L. Keeley, Donald W. Magoon; **Manhattanville College of the Sacred Heart**, Julio A. Mira; **Mary Washington College**, Almont Lindsey; **University of Maryland**, L. Webster Frayer; **Memphis State College**, Arthur W. Brewington, Robert E. L. Crane, Jr., Grover H. Hayden, Howard J. Steere; **University of Miami**, Conley R. Addington, Georgia M. Barrett, John A. McLeland, William C. Smith, Henry S. West; **Michigan State Normal College**, Maud Hagle; **University of Michigan**, Margaret Bell, Wilfrid T. Dempster; **Mills College**, F. Carlton Ball, David M. French, John H. Furbay, Barbara Garcia, Ruth E. Gillard, Otto J. Maenchen, Dominic P. Rotunda, Leona E. Young; **University of Minnesota**, E. Fred Koller, Earl Latham, Harry C. Lawton, Siegfried Mickelson, Royse P. Murphy, Stefan-Albrecht Riesenfeld, Charles E. Skinner; **University of Missouri**, Karl R. Bopp, Frederick A. Courts, J. Edward Gerald, Mae Kelly, Ellsworth A. MacLeod, Hurley L. Motley, Bertis A. Westfall, John B. Wolf; **Mount Holyoke College**, William Peery; **Nebraska State Teachers College (Kearney)**, H. Richmond Davis, Blanche Skinner; **University of Nebraska**, Carl E. Rosenquist; **New York University**, Roberts Rugh; **University of Newark**, C. Herman Martin; **Newberry College**, Clarence McK. Smith, Jr.; **University of North Carolina**, Oscar K. Rice; **Woman's College of the University of North Carolina**, Vance T. Littlejohn; **Northwestern University**, Vernon G. Lippitt, George A. Maney, Berneice Prisk, Walter V. Schaefer, Helen Shacter; **Norwich University**, John A. McGuire; **Occidental College**, L. Reed Brantley; **Ohio State University**, Kenneth M. Abbott, Harold Fawcett, Lou LaBrant, Margaret Willis, Alden R. Winter; **Ohio University**, King Adamson, Keith B. MacKichan, Karl E. Witzler; **Ohio Wesleyan University**, James H. Scott; **University of Oklahoma**, Joseph A. Brandt; **University of Omaha**, Martin W. Bush, Elizabeth E. Kaho, John W.

Kurtz, Lawrence T. Peterson, Cheryl H. Prewett, V. Gregory Rosemont, Donald E. Tope, Hyatt H. Waggoner, A. Dayle Wallace, Walter A. Weisskopf, T. Harry Williams; **Pennsylvania State Teachers College (California)**, O. Ray Bontrager, George S. Hart, Horace Montgomery, Ruth L. Myers, Samuel M. Neagley; **Pennsylvania State Teachers College (Lock Haven)**, Jay F. Stemple, W. Howard Yost; **University of Pennsylvania**, W. Norman Brown, William C. McDermott, Malcolm G. Preston; **Princeton University**, Roderic H. Davison, Luman H. Tenney, A. P. Ushenko; **College of Puget Sound**, Marvin R. Schafer; **Queens College (New York)**, Douglas Spencer; **Queens College (North Carolina)**, Mary Denny; **Rensselaer Polytechnic Institute**, Bela A. Lengyel; **Russell Sage College**, Frank E. W. Barnes, Gertrude M. Fleming, Elizabeth E. Kent; **Rutgers University**, Houston Peterson; **St. Francis College**, F. Glenn Pontzer; **St. Louis University**, William H. Bauer, Theodore C. Helmreich, Alberto Pescetto-Schiavetti, Luigi Sandri, Albert Scholz; **San Bernardino Valley Junior College**, Dorathea Frahm, Edmund J. Robins; **San Francisco State College**, Baxter M. Geeting, Gerald T. White; **Seton Hill College**, Carl P. Hensler, Joseph A. Rauterkus, Peter L. Vissat; **Smith College**, Alfred Y. Fisher, Elizabeth S. Hobbs, Harold Israel, Wolfgang H. Kraus; **Southern Methodist University**, James F. Cronin, Edyth M. Renshaw, Alan L. Ritter, David W. Starr; **Stephens College**, Barbara Bartley, Margaret H. Benson, Robert E. Carson, Albert Christ-Janer, John C. Crighton, Yolanda Floripe, Margaret Hinson, Loeta L. Johns, Ottelia J. Kintzel, Zetta Lind, A. Laurence Mortensen, Margaret Nelson, L. Lee Poynter, Roger Schwenn; **Texas Christian University**, Eula L. Carter; **Texas State College for Women**, Gladys McGill, Anthony C. Walvoord; **Texas State Teachers College (East)**, Eleanor C. Boyd; **Trinity College (Connecticut)**, Thomas L. Downs, Jr., Laurence Lafore, Warren Lothrop, R. Walker Scott; **Tufts College**, Nathaniel H. Knight; **University of Tulsa**, Robert M. Smith; **Tusculum College**, John E. Jacobi; **Vassar College**, Martha Alter, Leila C. Barber, Richard A. E. Brooks, John Crouch, Hallie F. Davis, Theodore Erck, Ruth J. Hofrichter, Alma Luckau, Catherine Meyer, Homer Pearson, John W. Peirce, Maria de'N. Piccirilli, Agnes Rindge, Robert Scranton, Eleanor M. Tilton; **University of Vermont**, Leon W. Dean, George L. Millikan; **Virginia State College for Negroes**, Beatrice C. Buford, John V. Parnell, Jr.; **Virginia State Teachers College (Farmville)**, Florence H. Stubbs; **Virginia Union University**, Limas D. Wall; **Central Washington College of Education**, George W. Mabee, Henry J. Whitney; **Western Washington College of Education**, Paul Woodring; **University of Washington**, Maxim von Brevem; **West Virginia State College**, Herman G. Canady, Gladys Johnson, C. Callaway Ross; **Western College**, Merle B. Ackerman, Ruth Bracher, Helen Potter; **Western Reserve University**, Grace L. Coyle; **Winthrop College**, Lois G. Black, Vera MacNair; **Wisconsin State Teachers College (La Crosse)**, Merton J. Lyon; **University of Wisconsin**, William H. Peterson, George Waggoner.

Transfers from Junior to Active

Alabama Polytechnic Institute, William C. Frishe; Mississippi State College, David Speer; Purdue University, Dora H. Duff; Tennessee Polytechnic Institute, Walton C. Gregory; Wilson College, Wren J. Grinstead.

Junior

University of Connecticut, Edgar Zwilling; University of Kansas, Henry Van Swearingen; University of Omaha, Marian McLaren; Virginia State College for Negroes, Lucille E. Penister. Not in Accredited Institutional Connection, William H. Barnard (Graduate work, University of Chicago), Upland, Ind.; W. Lou Berkness (M.A., Oklahoma Agricultural and Mechanical College), Portales, N. Mex.; Alfred B. Gaarder (M.A., National University of Mexico), Portales, N. Mex.; Floyd Golden (M.A., University of Colorado), Portales, N. Mex.; Ralph R. King (Graduate work, Colorado State College of Education), Portales, N. Mex.; William A. McLaughlin (Graduate work, University of Colorado), Portales, N. Mex.; Edwin E. Nihiser (M.A., Columbia University), Brockport, N. Y.; Deward H. Reed (M.A., University of Colorado), Portales, N. Mex.; Harry F. Taylor (M.A., University of Denver), Portales, N. Mex.

Academic Vacancies and Teachers Available

The Association is glad to render service to appointing officers and teachers by publishing the information below. The officers of the Association can, however, take no responsibility for maintaining a register or for making a selection among applicants. It is optional with the appointing officer or the applicant to publish the address in the announcement or to use a key number. In the latter case those interested should send their letters of application to the General Secretary, 1155 Sixteenth Street, N. W., Washington, D. C.

Teachers Available

Ex-Associate Professor of Bacteriology in Medical School. Parasitology and Hygiene. Teach or research. Available immediately. A 1921